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ABSTRACT

Field experience reports are provided for exemplary adult education programs in Connecticut, New Jersey, New York, Ohio, Pennsylvania, and Virginia which were each visited by an adult education administrator from another of the programs. Each report overviews the program, makes observations on unique aspects of the program (such as programs, services, participants, program effectiveness, funding), and provides conclusions regarding valuable adult education concepts, strategies, and techniques practiced by the program as well as recommendations for adaptation to other programs. These programs are included: Literacy Volunteers of Connecticut; Connecticut Adult Basic Education (ABE) Staff Development Project; New Haven ABE Program; Upper Montclair, New Jersey; West New York Adult Learning Center; Dutchess County Area Occupational Education; Niagara Falls Learning Center; Canton City Schools; Columbus City Schools; Middletown City Schools; Warren City Schools; Southeastern Ohio ABE Program; Pleasant Gap (Pennsylvania) Development Center for Adults; Harrisburg State Hospital; Caroline County (Virginia) ABE Program; Virginia Adult Learning Center; and Fairfax County ABE Program. The Program Background Information Summary Form and Host/Visitor Evaluation Form are appended. (YLB)

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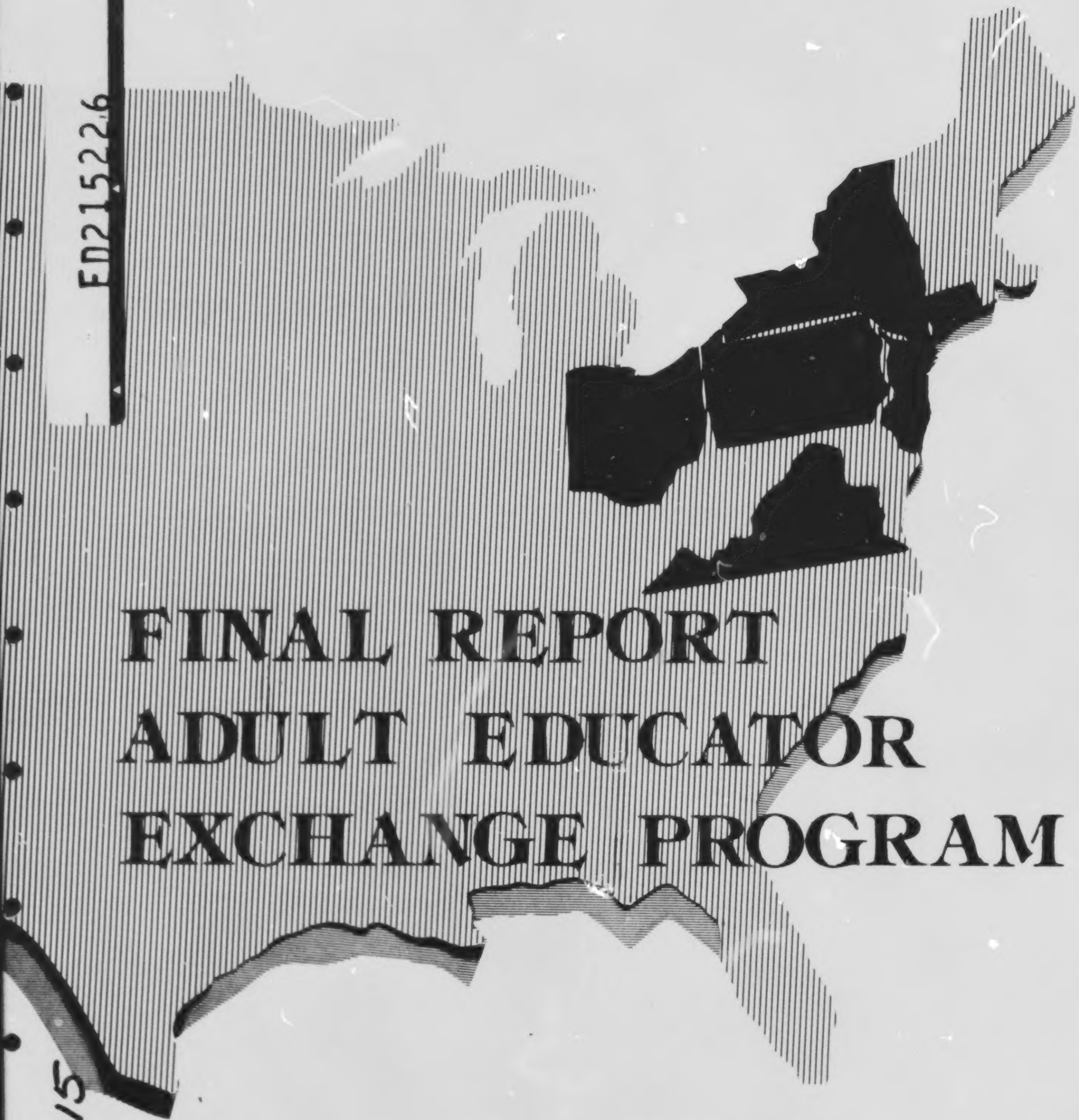

FINAL REPORT
ADULT EDUCATOR
EXCHANGE PROGRAM

PENNSYLVANIA 310 PROJECT
LANCASTER-LEBANON IU 13 ADULT EDUCATION
SHERRY ROYCE, PROJECT DIRECTOR
July 1, 1980 - June 30, 1981

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ADULT EDUCATOR EXCHANGE PROGRAM

> "Frequently the adult education program is anchored somewhat outside the "regular" system of the institution or agency to which it is attached...Although the typical adult education administrator deals with many people on a day-in day-out basis, in one aspect the job could be considered a lonely one. This is only meant in the sense that the opportunity to be in touch with other adult education administrators on a regular basis may be lost or greatly reduced... Having an opportunity to exchange ideas and discuss challenges, problems, frustrations and success with someone else who is doing the same kind of work is an opportunity which can't be very well measured but which is quite important; it is also something that everyone needs from time to time."
>
> *Dr. James R. Dorland, Executive Director*
> *National Association for Public Continuing*
> *and Adult Education, October, 1970*

INTRODUCTION

The Adult Educator Exchange Program was a six state cooperative effort to challenge and stimulate adult education programs through the provision of in-depth field experiences for seasoned adult education directors and, in a few cases, staff development specialists. It was recognized that adult education administrators hold in their hands the ability to institute innovative programs and the power to be effective agents for change in their community. They are responsible for sound program management, quality instruction, teacher effectiveness and consequently, participant progress in the programs they administer. Yet the ability to transfer or adapt elements of outstanding programs has always been limited by the lack of an effective communication system among adult education administrators. The exchange program provided a cost-effective field experience opportunity through the selection and matching of exemplary program hosts/visitors from the states of Connecticut, New Jersey, New York, Ohio, Pennsylvania and Virginia.

State directors of adult education were asked to identify five exchange educators from their state and to indicate the outstanding features of each educator's program. The project director then surveyed the thirty candidates as to their program interests and commitment to becoming hosts/exchange visitors. Matches were arranged between administrators and programs with apparently similar interests. Twenty visits eventually took place between October, 1980 and May, 1981.

Each host was asked to complete a Program Background Information Form (Appendix A) to acquaint their visitor with the special features of the host program. The length of the visit varied between three and five days, and each exchange educator completed a visitor and/or host evaluation form. The forms were sent to their state director and to the exchange program's project director (Appendix B).

Guidelines for the field experience reports published in this volume were developed and sent to each visitor (Appendix C). Reports varied from one to eleven pages; however, certain recurrent themes became obvious.

1. People Make Programs

   When there is an enthusiastic, organized, flexible, caring, politically wise adult education administrator, there is a successful program.

2. The Day Of The Volunteer and Paraprofessional Has Come

   Cost-effective provision of services by non-professionals with guidance, training and support from the establishment has moved center stage in this era of educational accountability.

3. Adult Basic Education Does Not Exist In Isolation

   ABE, GED and ESL programs have become embedded in a total community service package that provides education, training and support services to all citizens in a community, city and coun[illegible] from the cradle to the grave.

The Adult Educator Exchange program resulted in a few mixups and mismatches as well as many moments of personal insight and interaction that will be remembered as uniquely rewarding experiences for years to come. Ten percent of the visits were considered unsatisfactory from a visitor or host viewpoint. However, the overwhelming consensus of the host/visitor evaluation forms (Evaluation Summary, Appendix D) was that taking into account the time and money spent, this program rated a 4+ on a scale of one to five.

The long range value of the program will be seen as the ideas, techniques and practices are adopted and adapted by visiting programs. One indication of present satisfaction and future value lies in the fact that Region V has decided to utilize the concept and format of the Adult Educator Exchange Program as a major Regional Staff Development Project for FY 1981-82.

As the project director and as an exchange visitor myself, I would like to express my special thanks to all the hosts and visitors who offered their hospitality and their knowledgeable appreciation of staff and programs along with good humor and patience. As one exchange visitor put it, "People make strong ABE programs". And adult educators are very special people.

Sherry Royce, Project Director and
Director Adult Education
Lancaster-Lebanon Intermediate Unit 13
June 30, 1981

CONNECTICUT

Visit to: Literacy Volunteers of Connecticut
55 Elizabeth Street
Hartford, Connecticut 06105

Visitation dates:
December 8-12, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Max W. Way, Director
Adult Basic Education
Scioto Valley Local Schools
P.O. Box 600
Piketon, Ohio 45661
Phone: (614) 289-4033

Host: Julia Stone, Director
Phone: (203) 236-5466

ABSTRACT:

In Connecticut, Literacy Volunteers of Connecticut are considered an integral part of the ABE program and provides services to nearly fourteen hundred students yearly. Approximately forty-three percent of their funding comes from the Connecticut State Department of Education, with fifty-seven percent private money including corporate contributions from twenty Connecticut businesses.

Max Way describes the interaction of ABE and the literacy volunteers. He also reports on special efforts in the areas of English as a Second Language and Adult Career Counseling.

FIELD EXPERIENCE REPORT - LITERACY VOLUNTEERS OF CONNECTICUT

Introduction:

If we are to find solutions to the adult literacy problems, we must have a better informed, and more involved citizenry. Julia Stone, Executive Director of Literacy Volunteers of Connecticut (LVC), is deeply involved in such efforts. Under the direction of this dynamic and dedicated literacy advocate, Literacy Volunteers of Connecticut work in concert with the Department of Education, the Library Literacy Coop, business and industry, social services agencies, and numerous Adult Basic Education programs to improve the delivery of adult literacy services throughout the state.

"We are in the business of recruiting volunteer tutors, leaders, and students", says Mrs. Stone. "In Connecticut, we are considered an integral part of the ABE program."

Literacy Volunteers of Connecticut is the largest private, non-profit organization in the state offering free one-to-one instruction in basic reading, writing, and conversational English skills to non-readers and non-English speaking adults and teens.

Organized in 1972 as a branch of Literacy Volunteers of America and gaining corporate status in 1975, LVC has grown to its present strength of more than one thousand volunteers and community leaders.

The state organization and its fifteen affiliates offer two training courses for volunteers: one in basic reading, and the other in English as a Second Language. After completing the training workshops, each tutor is matched with a student and agrees to work twice a week for an hour each time.

In Fiscal Year 1979-80, 1,389 Connecticut residents received service from Literacy Volunteers. Of those students tutored forty five hours or more, the average student gained over 1.5 grade levels in reading. Volunteers gave more than forty thousand hours of tutoring service. Services are delivered in a variety of settings, including libraries, churches, business and industry, schools, correctional institutions, and homes.

Julia Stone states: "The greatest barriers for illiterate adults are fear, lack of confidence, shame, and poor motivation. By offering free, one-to-one instruction in a private non-competitive, anonymous setting we feel we can overcome many of the obstacles that the non-reader faces. Our advertising attempts to reassure potential students that they can learn to read. Once in the program, tutors are the key to retaining students by developing and achieveing goals."

Julia's state office staff consists of a parttime bookkeeper, a secretary/office manager, and an assistant director for Field Services. This small, but energetic group does an outstanding job in coordinating the recruiting efforts of the fifteen affiliates through a state-wide media campaign; identifying and training of new community leaders and tutors in program expansion efforts, as well as expanding inter-agency and affiliate cooperation; and in addition, develop a long range, stable funding program to insure the continued operation of LVC.

Currently, approximately forty three percent of the state organization's funding comes from State Department of Education funding through ABE monies. The major funding sources are private monies, which include corporate contributions from twenty Connecticut businesses and private donations.

Major accomplishments to date:

A. An expansion of LVC services through public library cooperation.

Local public libraries are:

1. providing housing for LVC affiliates;
2. acting as the local contact for literacy activities;
3. providing space for tutor training and for tutoring;
4. serving as a public information source, and
5. working with LVC to provide a collection of materials for new readers.

B. Establishing successful in-house tutoring programs at Pratt and Whitney Aircraft, Aetna Life and Casualty Company, and Hartford Hospital.

In the business and industry programs, LVC helps recruit and train employees, who in turn, serve as tutors for their fellow workers needing this service.

Tutor and student meet twice-a-week on non-business hours. LVC furnishes all texts and materials.

All programs have reported outstanding success in the effort. Most have waiting lists for both tutors and students.

C. Providing consultant service and technical assistance to the Department of Correction School District. Training inmates, corrections personnel, and community residents to serve as tutors for illiterate inmates.

D. Development of a state-wide media campaign arrived at informing the public of the increasing social problems related to adult literacy, and the need for public involvement in finding ways to combat them.

LVC has come a long way in its eight years of operation. However, not content to rest on past laurels and accomplishments, Julia Stone and her staff have put together a lengthy list of new goals and objectives they hope to accomplish during the next year.

These goals and objectives were adopted by LVC's Board of Directors at their December, 1980 meeting.

If the leadership and cooperation, represented by the LVC directors assembled in the huge Board Room of Aetna Life and Casualty Company, is any indication of the backing that LVC has mustered in its short tenure, the organization's future growth and service to the literacy effort has a better than average chance for success.

As the Adult Educator Exchange Host, Julia arranged for a week of visiting Adult Literacy programs and meetings with a number of adult educators and leaders in the adult literacy movement.

Since the experiences were many and varied, this report will deal with a day-by-day account of the programs through interviews with persons working in the field.

The Programs and People Visited

As previously stated, Julia Stone's itinerary for the week included exposure to a number of adult education programs throughout Connecticut, and the opportunity to meet and interview leaders in the field.

NEW HAVEN

On Monday, December 8, 1980, we traveled to New Haven, where I had the opportunity to meet Helen B. Pinzi, Supervisor of the New Haven Adult Basic Education program, and to observe local ABE and ESL programs in operation.

The New Haven ABE program has been in operation for seventeen years, and has served more than twenty thousand adults during that time.

The program operates in two fulltime centers and in various satellite centers located in churches, schools, libraries, businesses, and community houses, twelve months a year.

Helen Pinzi and her staff have developed excellent relationships with community agencies, which refer many of the potential students and assist in the development of program objectives.

The ABE program is highly individualized, with more structured classes for GED preparation and English as a Second Language.

One of the unique features of the program is the large corps of volunteer teacher aides who are recruited from the colleges and residents in the New Haven community.

Sally Bozzola serves as a volunteer coordinator for the New Haven program. Her duties include the recruitment and training of volunteers as well as the coordination of volunteer services in the New Haven ABE program. She has approximately sixty volunteers currently in service.

Perhaps the highlight of the New Haven program visit was observing a store front ESL program. A large number of adults of many nationalities and cultures were engaged in learning Christmas Carols in preparation for the holiday season. The enthusiasm of both staff and students for this activity was heart warming.

Helen Pinzi can be proud of her program's accomplishments and continued growth. Certainly they are providing a much needed service to the community.

FAIRFIELD

After a quick but informative tour of the New Haven program, we drove to Southport to meet with Joseph Giorgio, Director of the Fairfield Community Education program.

The Fairfield School's Department of Career, Vocational, and Community Education offers a full program of academic, vocational, and recreational courses. Included in the offerings are the traditional ABE, ESL, and GED preparation classes.

Two aspects of this program's offerings were of great interest to me; the External Adult High School Diploma program, and the Career Education Counseling Services for Adults.

The External Adult High School Diploma program follows the New York State Model and is open to persons eighteen years of age or older. A diploma from the school board is awarded to individuals who can demonstrate a set of required skills that are useful in adult life.

The program operates year round. Students enrolled are advised as to the required mastery of skills, and are assigned independent study units, which they can complete at their own pace. No classes or fees are required for this program.

The Adult Career Education Counseling program is directed primarily toward those adults who wish to enter or re-enter the world of work, make career changes, actively seek employment, or further their education and training.

The Career Counseling Centers are located in two high schools in the community, and provide a wealth of career information materials as well as personal counseling services. These centers should serve as models for other communities to follow.

HARTFORD ADULT LEARNING CENTER

Last minute scheduling allowed me to spend the better part of Tuesday visiting and observing ESL classes at Hartford Adult Learning Center. The facility is unique in that it is located in what had previously been a hospital. The building now houses a number of public service programs, including the CETA funded ESL Training Center.

The ESL classes offered at the Adult Learning Center are designed to improve the communication skills of foreign born students to a level at which they can participate in skill training classes or can function on the job, utilizing skills already learned.

I observed master teachers at work developing those skills of speaking, listening, reading, and writing that would assist the students to better function in our society.

It was interesting to note that students were not grouped according to native language. Classes were composed of persons from many nationalities, who were functioning on about the same level as to use and understanding of the English language.

Included in the curriculum was a highly individualized approach to English grammar and written expression.

My thanks to Chris Midlin and Sue Roy for providing me the opportunity to observe a variety of techniques and procedures for teaching English as a Second Language.

THE STATE DEPARTMENT OF EDUCATION

Tuesday afternoon and the early evening hours were spent with Jane Alonso, State Department of Education Consultant for Adult Basic Education. Jane gave me a broad overview of the Connecticut ABE program process through the eyes of the State Department of Education.

Jane is also active in the Literacy Volunteers of Connecticut, and serves as a member of the Board of Directors. She indicated that the State Board of Education has a new perspective in relation to adult education.

Of major interest is the 1981 revision of the State's Master Plan for Vocational, Career, and Adult Education. It establishes new directions by placing major emphasis on Adult Education, which here-to-fore had not been included in the title of the plan.

The formulators of the plan recognize future trends - a reduced school age population; more adults seeking high school diplomas and training or retraining to enter or re-enter the labor market or to upgrade their skills; and the shortage of skilled, semi-skilled, and entry level workers needed to fill existing jobs in industry.

Many of the new action items incorporated in the Master Plan were developed in response to the need for increased Adult Basic Education, Career Counseling, and Skill Training programs geared to the demands of the 1980's.

The plan also advocates wider use of public school facilities for community education and service activities as well as for adult education programs.

The plan further proposes that the Bureau of Adult and Community Education be included in the reorganization of the Division of Vocational and Adult Education.

Such changes will necessitate budget increases for the division and reorganization of staff assignments.

STAFF DEVELOPMENT ACTIVITES

Wednesday morning was spent with an old friend and colleague, Larry Fidler, who currently serves as director of the State Adult Basic Education Staff Development programs. Larry's background and experience with Literacy Volunteers of America and association with adult literacy programs in a number of states make him a "natural" for coordination of the Connecticut Staff Development activities.

Of the various programs and training efforts he is currently engaged in, Career Counseling proved to be the most exciting for me.

Larry has been involved in the organization and development of training programs and packages aimed at incorporating career guidance services as an integral part of the Adult Basic Education program.

The philosophy of Adult Career Counseling is represented by the following proverb:

> "Give me a fish and I'll eat for today, teach me how to fish and I'll eat for a lifetime".

Sometimes an adults needs to find a job or assistance just to survive. However, the adult can still go through a career exploration process where one plans what he/she wants to take advantage of in life.

Larry Fidler would be an excellent resource person for programs wishing to train staff in career counseling procedures.

Certainly the staff development resource unit "Adult Career Counseling Sourcebook" prepared by Marc J. Potish, of the Connecticut Department of Education, would be an excellent guide for ABE program directors in developing local training.

LITERACY VOLUNTEERS OF CONNECTICUT

Part of Thursday was spent learning more of the work that Julia Stone and her state staff do in expanding the scope and service of Literacy Volunteers of Connecticut. Much of this was reported earlier.

The highlight of the day was the opportunity to attend the LVC Board of Directors meeting, and to become familiar with a broad range of support and funding sources behind the state organization. As I previously stated, any board composed of such competent, talented, and dedicated membership will insure the continued growth and success of the organization. I am confident that under Julia Stone's leadership, and the support received from the State Department of Education, business and industry, other agencies and organizations, and the community-at-large, LVC's future goals and objectives will be reached.

ADULT BASIC EDUCATION PROGRAM

Being from rural Southeastern Ohio, I welcomed the opportunity to visit an ABE program serving a rural population. On Friday morning, Julia and I traveled northeast from Hartford to the small city of Vernon, Connecticut.

Located in a former New England school house, the ABE program provides service to residents of Vernon and the surrounding country side.

The local ABE Director, George Keenan, informed me that through demonstration project funds they had developed a successful "home based" instruction program during the previous year, but unfortunately the program had not been refunded. It was during this conversation that I learned that Connecticut's ABE programs are funded annually on the basis of competitive project applications.

I was most impressed by the concern the local staff had for the students they serve, and the efforts made to provide a highly individualized program related to students' needs and goals.

Through a brief interview with Ms. Delight Champagne, Career Counselor for the Vernon program, I learned more of the Career Exploration program and the benefits provided to ABE students through this service. After a too brief visit to this picturesque community, we headed back to Hartford to arrange for my homeward journey.

Summary:

To say that my experiences in Connecticut were many and varied would be an understatement. I have omitted some experiences - the trip to Norwich to meet with Joseph Murphy and David Talbot; the ASTD evening dinner meeting;

and a delightful dinner and evening spent with Larry Fidler and his wife.

As the Host for the Visitor Exchange, Julia Stone, had almost every hour of every day planned with activities and, in retrospect, it would be most difficult to center on any one experience for reporting purposes.

I left Connecticut with new ideas related to serving the foreign born and developing in-house career counseling programs. But most important to me, I had a new perspective on utilization of volunteer services.

Julia Stone and the working members of Literacy Volunteers of Connecticut, with whom I met, have convinced me that there are many services to be provided through volunteer assistance. The New Haven program reinforced these benefits. However, I am equally convinced that volunteer service needs to be planned, organized, and coordinated.

I view LVC as performing a dual role, while conducting a media campaign to recruit both volunteers and students it performs a vital role in informing the various publics of the serious social problems related to adult illiteracy throughout our nation.

The one-to-one tutoring service provided through its trained volunteers may never be adequately evaluated in terms of the real human benefits derived by the students.

I commend Julia, her state staff, the members of the Board of Directors, and the hundreds of leaders and volunteers throughout Connecticut.

I have already approached the Columbus Foundation concerning the submission of a proposal to fund a Literacy Volunteer Unit in Southeastern Ohio. I plan to use much of the information and material gleaned from LVC in the development of the proposal.

ADDITIONAL RESOURCES

LITERACY VOLUNTEERS OF CONNECTICUT

The following resource may be requested directly from Julia Stone of the Literacy Volunteers of Connecticut.

1. Adult Career Counseling Source Book by Marc J. Potish, Connecticut Department of Education.

CONNECTICUT

Visit to: Connecticut ABE Staff
Development Project
38 Woodland Street
Hartford, Connecticut 06105

Visitation dates:
March 24-27, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Noel P. Barash, Program Assistant
Adult Occupational & Continuing
Education Center
RD#1, Salt Point Turnpike
Poughkeepsie, New York 12601
Phone: (914) 471-9203

Host: Don Chao, Assistant Director
ABE Staff Development Project
Phone: (203) 522-7899

ABSTRACT:

Noel Barash gives us an excellent overview of what is going on in adult education in Connecticut. Under the careful tutelage of Don Chao, he spent a whirlwind three days viewing learning centers, literacy programs, a bilingual training program, and a food service skills program for mentally retarded adults.

His observations and comments are made from the viewpoint of an experienced adult educator, and include an outline of Connecticut's staff development activities.

FIELD EXPERIENCE REPORT - CONNECTICUT ABE STAFF DEVELOPMENT PROJECT

Overview:

The Connecticut Adult Basic Education Staff Development Project offers a multitude of services to adult educators, community and social agencies, institutions of higher education and for other adult education personnel in Connecticut.

Services:

Pre-Service Training for New ABE Teachers

Pre-service training offers orientation and training to new ABE teachers. It includes exposure to adult learning theory, special demonstration projects, competency based adult education, adult learning disabilities, counseling techniques, career counseling, and adult basic education materials.

During the inservice training, participants separate into their specialty areas (English as a Second Language, High School Equivalency, and Adult Basic Education). Each of these groups spend one half day with an experienced facilitator who presents an overview of each teaching area.

A pre-service handbook, which is used as a reference guide during their year of teaching, is distributed to all new teachers. The handbook contains sections on general overview, materials selection, diagnosis and placement for English as a Second Language, High School Equivalency and Adult Basic Education.

Workshops

A multitude of workshops are offered throughout the state including:

1. Learning Problems and the English as a Second Language Student
2. Life/Career Mapping

3. Math and the ABE/GED Student
4. Health Education for Adults
5. English as a Second Language Teaching Techniques
6. External High School Diploma
7. Learning Disabilities Institute
8. Life/Work Planning
9. GED Classroom-management and Pre-service Classes for New Teachers of Adults

Resource Center

A comprehensive resource center has been developed for the purpose of the acquisition and dissemination of relevant materials and information in adult education.

Newsletter

The Staff Development project publishes a newsletter called CONNTACT. The newsletter is sent to local program managers and teachers of adults.

Referral Services

When requested, referrals to agencies, organizations, and local programs are made for the purpose of observations, sharing of information, developing programs and acquiring new linkages.

Linkages

The Staff Development project seeks professional adult educators throughout New England to participate in workshops, seminars, and other staff development activities.

Program Observations:

During the first day of the exchange visit, I had the opportunity to meet with Mr. John Ryan, Bureau Chief, Mrs. Jane Alonso, ABE Consultant, and the GED testing supervisor. In these short meetings, I developed a basic understanding of Connecticut's statewide comprehensive Adult Basic Education program, regional programs, local city programs, and unique specialty projects. The programs throughout the state are diverse as they offer basic education, English as a Second Language, high school equivalency, occupational training, and employability skills training to adults in Connecticut. Mrs. Alonso has a keen insight into the nature and needs of the adult learner which became obvious as she shared information with me regarding special projects offered in Connecticut. The projects were of interest to me in that similar projects have been operating in New York state.

The GED testing division in Connecticut is in the Office of Adult Education and under the direct leadership of Mr. John Ryan, Bureau Chief. The "tie-in" of the GED testing and the State Education Department provides continuity in high school equivalency programming and testing. This may be a direction for the New York State Education Department to consider.

Literacy Volunteers of America

Ms. Stone, Director, was a visitor to our BOCES program in New York state early in February and gave me considerable information relative to her program. Therefore, the time I spent with representatives from Connecticut Literacy Volunteers program concentrated on specific programmatic concerns. We discussed workshops, training sessions, program linkages, etc.

Caminemos

Caminemos is a bilingual, predominately Hispanic Adult Learning Center. At that Center I met with the acting director and an ESL teacher to discuss programming, scheduling, methodologies and materials. The sharing of information was extremely helpful to our New York program, in that specific objective setting materials, assessment techniques and placement criteria are in the growing stages in our ESL program.

Adult Learning Laboratory

I observed the Adult Education and High School Equivalency program in New Britain. The ABE Learning Lab is set up in a multi-purpose library on the second floor. This is an excellent location for the learning lab concept. It is a large room with small group tables. The staff, comprised of a master teacher, aides and a counselor, worked individually with approximately thirty-five students. The atmosphere was relaxed. However, planning was well structured and the students appeared to be very motivated, receptive, and eager to learn.

Buckeley High School

The High School Equivalency class at Buckeley High School uses video cassette tapes to instruct the students in all the GED tested areas. The involvement of video is an excellent tool for instruction if it is complimented by individualized instruction, ongoing testing and objective setting. The combination of media and teaching techniques can move students quickly through the program.

Hartford Learning Center

I observed English as a Second Language classes, Adult Basic Education classes and Bilingual Education classes. Instruction was motivating for the students who were primarily CETA-eligible participants, since it used materials appropriate to the clients' prespective employment needs. In ESL the program entitled "Silent Way" methods employed were excellent for developing decoding and encoding skills for words and sentence structure.

Hartford Metal Machine Program

This program is one of the largest ongoing training programs with a bilingual component. The instructional delivery system is appropriate to the students participating. However, the staff feels that the lack of bilingual staff capability is a program weakness since Blueprint, often referred to as "reading" or "interpreting", is in fact a "foreign language", and of all the skill areas is the most difficult to teach. They anticipate utilizing the Galvin Oral Proficiency Test in Assessment and employ that model for ongoing and post-testing of vocational ESL. They are exploring the possibility of doing a computer analysis of machine shop, and possibly clerical English, for use with all trainees. The participants are CETA-elibible.

Derby Learning Center

Mr. Chao presented the new Official Practice GED Test to ABE and GED instructors from the Derby Learning Center and instructors from nearby locations. The instructors were given an overview of the correlation of the Official Practice GED to the actual GED test. The instructors raised questions and concerns, but seemed receptive to the new testing information. They had an opportunity to actually take portions of the exam as a part of the workshop.

Country Squire

Country Squire is a unique restaurant that offers food preparation and food service skills to mentally retarded adults. The restaurant serves the general population and special groups lunch. The tasks are varied as the ability of the clients also vary. They learn skills in:

1. Safety and Sanitation
2. Nutrition
3. Menu Planning
4. Duties and Working Conditions

5. Mechanics of Restaurant Services
6. Short Order Preparation and Service
7. Baking Bread, Cakes, Pies, and Pastries
8. Preparation of Fried Products
9. Personal Hygiene
10. Tools, Equipment and Basic Food Items
11. Remedial Academic Skills
12. Salad Making, Soups, Appetizers, Meat, Poultry, Fish Cooking
13. Entering the World of Work

Apple Doll House

An "epicurean delight" was served at the Apple Doll House for lunch. The Apple Doll House is a restaurant similar to the Country Squire Restaurant. However, this agency also provides occupational training in other trade areas such as horticulture, landscaping, porter maintenance, etc. I had the pleasure of meeting Mr. Fred Smith, Director of an ABE program in that area to learn the intricacies of his program.

Conclusion:

I had the opportunity to discuss many modes of our Adult Basic Education and Occupational programs with staff members of the various programs, in an effort to exchange ideas, methodologies, cost effectiveness, administrative and teaching structures, adult learning concepts, and adult learner interests. Therefore, the concept of "exchange" in my visit truly was a learning experience for me. I anticipate that the Connecticut programs and the information shared with me will greatly assist our BOCES in developing new concepts of lifelong learning as it relates to programs for adults.

CONNECTICUT

Visit to:
New Haven ABE Program
197 Dickswell Avenue
New Haven, Connecticut 06511

Visitation dates:
March 25-27, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor:
Kathleen Durnin, Coordinator
West New York Adult Learning Center
6020 Hudson Avenue
West New York, New Jersey 07093
Phone: (201) 861-2440

Host:
Helen P. Pinzi, Supervisor
Adult Basic Education
Phone: (203) 787-8499

ABSTRACT:

More than half of the students in the New Haven ABE program come from foreign backgrounds. Japanese, Italian, Chinese and Hispanic adults with a variety of language levels mingle in one ESL class. To assist with instruction in ESL and ABE classes, New Haven developed a volunteer training program with the assistance of 310 money.

Kathleen Durnin reports on the use of one hundred twenty seven volunteers and provides us with observations on all aspects of the New Haven ABE program.

FIELD EXPERIENCE REPORT - NEW HAVEN ADULT BASIC EDUCATION PROGRAM

Introduction:

This observer found the atmosphere of professional services rendered to the adult community of New Haven, Connecticut as provided by the Adult Basic Education program to be highly competent, responsible, and educationally beneficial to the students attending and participating in said program.

Community involvement and commitment to the fostering of learning experiences and of affording educational growth opportunities to the adult population served (when analyzed using such criteria as administrative control and supervision, staff performance and teaching techniques, motivation and dedication of staff and pupils, community support in philosophical and fiscal terms) are to be highly commended.

The program utilizes all available community facilities in an effort to make the adult school a viable service. For instance, Yale University and other local education institutions are involved in a meaningful volunteer program which greatly assists in meeting the goals and objectives of the adult basic education program.

Funding for the adult programs comes from various local, state, and federal sources with the major emphasis on the receipt of grants which are developed by the program supervisor with input from staff and local community parties. One realizes the importance of the financial aspect of the program when carefully examining the students and population of this area.

During Fiscal Year 1979-80, 1733 adults took advantage of the opportunity to further their basic educational needs by their attendance and participation. The majority of these students (55%) come from foreign backgrounds and apparently their greatest individual and immediate needs are served by the excellent English as a Second Language courses offered on all levels and taught by competent and dedicated teachers. Approximately forty two percent of the students are involved in basic skills remediation and development courses. The other three percent or so, are studying for their GED diploma which, when completed, should offer them alternatives to a terminal formal education, and greater employment opportunities.

Participants and Program:

In describing the students participating in this program, it is important to note and examine their needs, problems, and goals. In that respect, the Adult Basic Education program of New Haven has the usual inherent urban student problems such as: family relationships and responsibilities; work schedules; fatigue syndrome at school; attendance and transportation problems; and welfare and health problems. The problems are, for the most part, addressed and overcome by flexible scheduling of classes in various locations throughout the greater New Haven area, scheduling of car pooling, local transportation advisories offered to the students, and the extremely active concern and assistance offered by the staff.

Many of the courses offered besides being manned by regular paid staff are greatly enhanced by the use of one hundred twenty seven volunteers who offer their valuable assistance and services on a regularly scheduled basis. Many of these volunteers are students at local colleges and universities. Prior to their being assigned, all applications for volunteer staff are carefully screened by a teacher coordinator. Prospective volunteers are solicited by local newspaper advertisements, speaking to colleges, posters and paraphanelia distributed throughout the area's industrial and commercial sectors, and by word of mouth. Usually the initial contact is via phone where the screening process starts and is followed by an interview, tentative assignment and, if accepted, said volunteers begin a training period. This extensive and comprehensive training program was developed with the receipt of federal funds (Project 309) whereby media materials were developed by staff for these purposes.

Certainly, one could see that the attention and training given to volunteer staff had tremendous psychological benefits since they themselves realized their importance and value.

In New Haven, local advisory groups also assist the supervisor in the formulation of policies and overall planning. These persons come from all levels and backgrounds of New Haven ethnic and geographical areas. A close relationship is maintained and fostered by the supervisor encouraging active participation from local agencies, i.e., hospitals, businesses, colleges, universities, and the industrial and commercial communities. Contact with the aforementioned is generated by the use of mailings, visits, and other public relations.

In the next segment of my report, I will deal with program observations resulting from my visits into the different areas and facets of the program. They are presented as a pot-pourri of notes.

The program in New Haven is a seven day one. Although my visit was confined to three days, I learned much and was impressed by many things which I will take back to the Adult Center in West New York, New Jersey.

My visit started with the observation of the English as a Second Language program which was divided into four groups according to levels: fifty six students were participating in the morning sessions, and forty five in the afternoon session. Generally speaking, classes were active and the students seemed well aware of what was going on and the importance of their educational opportunity. Interesting enough, I found a rare combination of students; (for me rare, because we are accustomed to ninety percent Hispanic in our areas) Japanese, Italian, Chinese, and Hispanic. Intermingled among these groups were volunteers who usually worked on a one to one basis with students. The evening ESL program was basically the same and, of course, accomodated those students who could not come during the day.

The adult basic education program that I visited consisted of a class of fourteen students who were being taught under the condition of what I can term a "terrific atmosphere". Students attended classes four days per week and their individual needs were being met by diversified teaching methods and activities. Once again, the close correlation between teacher and volunteers was observed and the benefits of this for the students were clearly visible.

I was tremendously impressed by the work and concern for the students at the Rehabilitation Center where twenty students with mental, social, and economic handicaps were being taught and their needs administered to by an outstanding teacher and six excellent volunteers. Perhaps it is wrong to single out individuals in a report such as this, but my professional experience and pride in my profession comes into play here and I had to make reference to these persons in this specific area.

The GED program was what one might expect as far as the capable and compassionate instruction of the teacher and the motivation of the students within the program. All seemed to know the objective of the program and the students were receiving the necessary instructions for their preparations prior to the taking of the examinations which would qualify them for their diploma.

All students in all areas of the program look forward to an award night where their accomplishments are recognized.

My final observation must include an overall statement on the supervisor, Helen P. Pinzi, whom I found to be an outstanding and professional (in every sense of the word) Adult Educator. Her sincere and active supervision of staff, development of programs, public relations, and most of all knowledge and empathy for the students under her charge set exemplary standards for teachers and adminstration to emulate.

Conclusion:

It is apparent that the Adult Basic Education programs offered in New Haven, Connecticut are functioning as an integral part of the community and are meeting the socio-economic demands of the population they serve.

NEW JERSEY

Visit to:
Joann LaPerla Berg
Adult Education Resource Center
Montclair State College
Upper Montclair, New Jersey 07043

Visitation dates:
April 6-10, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor:
Herbert H. Golden
P.O. Box 351
Bowling Green, VA 22427
Phone: (804) 633-5088

Host:
Joann LaPerla Berg
Adult Education Resource Center
Phone: (201) 893-4318

ABSTRACT:

Herbert Golden is the adult education supervisor for Caroline County, Virginia, a rural area where thirty-nine percent of the population over age twenty-five did not finish high school. The program which started from ground zero four years ago, now serves around three hundred residents. Mr. Golden, as part of the Exchange program, visited the Montclair Center for Adult Education Research and Adult Education programs in six New Jersey communities with enrollments up to three thousand persons.

His report provides us with a simple statement of how valuable a field experience can be for the concerned adult educator. Specific goals that would improve the Caroline County program such as increasing the number of times the GED test is given and starting a GED honor roll for graduates are cited.

FIELD EXPERIENCE REPORT - UPPER MONTCLAIR, NEW JERSEY

Introduction:

The idea of exchange visits among Adult Education Supervisors in a six state area seemed from the outset to be a very productive one. To be able to look at adult education in a different setting was bound to be rewarding.

I had a rewarding and exciting experience when I visited adult education programs in the State of New Jersey from April 6-10, 1981 as a guest of Mrs. Joann LaPerla Berg at the Adult Education Resource Center, Montclair State College, Upper Montclair, New Jersey.

Because Montclair State College is one of New Jersey's adult resource centers, I took pleasure in being hosted at such a fine adult resource center as well as by such a fine and cooperative person as Mrs. Joann LaPerla Berg. The four and one-half days spent visiting and observing adult education programs in the State of New Jersey will long be remembered in my repertoire of adult education experiences.

Observations:

I visited and observed adult education programs in Patterson, New Brunswick, Hackensack, Fairlawn, Passaic, Montclair, and Clinton. These programs, having an urban base, centered their efforts on basic education and GED work. Special interest classes such as typing, bookkeeping, masonry, auto mechanics, and the like, are usually taught by the recreation department in that city.

The adult education centers visited all offer daytime classes and have enrollments up to three thousand.

Of particular interest was the amount of emphasis that is placed on passing the GED test. Many people in this area find locating a job quite competitive, and because of this, know they must pass the GED test. All persons who pass the GED become a member of the GED Honor Roll and this is posted conspicuously as a proud accomplishment.

In three of the adult learning centers I visited, I observed the use of Singer Career Exploration equipment. This equipment has fifteen to twenty study carrels, whereby a person who thinks he or she might be interested in a certain career or profession would be exposed to it, to at least a small degree in that carrel. The student was required to visit and study all of the carrels, not just those that he or she thought she might be interested in. The carrels exposed the students to careers in soil science, medical technology, metallurgy, just to name a few.

To be able to see and compare adult education programs is a grand thing. The program at Fairlawn was so very much like the one at the Caroline High School in Virginia in that it was taught in a high school and many of the course offerings were identical.

Adult students in general seemed to have a high regard and a great deal of respect for adult education, because many of them see it as the last chance to improve themselves.

Conclusions:

Without a doubt, the trip to New Jersey was not a waste of time, effort or money. It is my hope to imitate some of the things I saw in operation as a means of improving my local program. For one, I want to increase the number of times the GED test is given. It is now given four times a year. I also hope to start a GED honor roll. This would be a public display, perhaps at the high school, of the names of those who receive their GED certificate.

Since I had an opportunity to review many of the periodicals and other publications relating to adult education at the adult resource center at Montclair State College, I feel that this will be a good source from which to request certain kinds of information on adult education in the future.

Again, I emphasize that to share in educational experiences through exchange visits is a valuable tool in the educational process.

NEW JERSEY

Visit to: West New York Adult
Learning Center
6020 Hudson Avenue
West New York, New Jersey 07093

Visitation dates:
March 16-18, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Howard H. Kleinmann, Director
ABE and ESL Programs
Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212
Phone: (412) 323-5775

Host: Kathleen Durnin, Coordinator
West New York Adult Learning
Center
Phone: (201) 861-2440

ABSTRACT:

The West New York Adult Learning Center serves a population that is eighty five percent Hispanic in origin, providing daytime and evening English as a Second Language classes as well as a smaller ABE/GED program. With a large demand and limited funds, the waiting period for entrance into ESL classes can last up to six months.

Howard Kleinmann describes the eclectic ESL program developed by Center staff who integrate and utilize the best of various second language teaching methods. His report details the Counseling-Learning Approach to ESL instruction which uses the teacher as facilitator, stresses community language, and places the responsibility forlearning on the student. This new approach described as the "Student Workshop" is well worth reading about and investigating.

FIELD EXPERIENCE REPORT - WEST NEW YORK ADULT LEARNING CENTER

Overview:

The Adult Learning Center in West New York, New Jersey offers a variety of programs to its clientele. With eighty five percent of the community being of Hispanic origin (primarily South American immigrants and Cuban refugees) the emphasis of the program is on English as a Second Language training. ABE and GED classes in English and Spanish are also offered at the Learning Center, but to a much smaller degree. It is estimated that ESL training comprises more than two-thirds of the Learning Center's programming.

The Learning Center is staffed by the following fulltime positions: eight teachers, one teacher/coordinator, one administrator, and one secretary. Classes are held four days per week, Monday through Thursday. The teacher-pupil contact rate is $4\frac{1}{2}$ hours per day in three $1\frac{1}{2}$ hour shifts.

On Fridays, guest speakers from the community, including representatives from the business sector, government, and various service organizations, make presentations to students on a variety of subjects. Teachers also make special presentations on cultural topics and coping skills, and students are encouraged to make their own presentations in their area of expertise. Field trips are scheduled periodically on Fridays, too. The day is also reserved for counseling services, which are provided by the teachers, and for necessary record-keeping functions.

In addition to the fulltime day program, West New York School District operates a night school, where ESL classes are offered. Night school classes meet twice a week, two hours per session. All teachers in this program are hourly paid employees. Obviously, coverage of instructional material in the limited night program is not as comprehensive as in the day program.

Funding for the day program comes primarily from ABE, and to a lesser degree from the State of New Jersey and the school district. The night school is funded by the state.

Because of the large demand for ABE/ESL educational services in the West New York community, there is an extensive waiting list for new students. The waiting period for the ESL program can last up to six months. However, for entry into the ABE and GED programs, the waiting period is usually no more than three months.

When an opening occurs at a particular level in the ESL program, it is matched to the next applicant on the waiting list at that level. (All applicants are assessed informally for English proficiency level prior to being placed on the waiting list.) That person is then assessed formally for level of language proficiency and placed accordingly.

When an opening occurs in the ABE and GED programs, a placement test is administered by the teacher. Among the assessment instruments used are: Comprehensive Test of Basic Skills, Differential Aptitude Tests, Otis Lennon Mental Ability Test, Stanford Task (Test of Awareness Skills), and Stanford Diagnostic Reading Test. Placement is determined by the individual's entry level.

The composition of the community makes the Adult Learning Center an integral part of the education system of West New York. It offers the high school dropout an alternative to achievement of a high school diploma, and it affords the adults in the community an opportunity to improve their aural/oral and literacy skills in English, thereby improving their employment and training potential, and bridging a communication gap with their children.

Observations:

With the overwhelming majority of the West New York community being non-English dominant, it is only fitting that the Adult Learning Center gears itself toward the development of English as a Second Language skills in its students. In addressing this vital need, there is strong evidence that the Learning Center has attempted to integrate insights from various second language teaching approaches to maximize the positive impact of its program on its students. This is no easy task given the often heated disagreement in the ESL teaching field over the relative merits of various pedagogical approaches. What the Learning Center has managed to do quite successfully is to combine elements of audio-lingual and cognitive-code teaching approaches with a relatively new approach -- community language learning known also as counseling-learning. The testing ground for the marriage of these approaches is what the Learning Center calls the "Student Workshop".

The student workshop was devised as a complement to the Learning Center's ESL conversation class. The format of the conversation class emphasized spontaneous student conversation, with stress on speaking, comprehension and pronunciation.

Because of this approach, the need arose for a time and a place to address problems in reading, writing, listening, and coping skills that may or may not come up in the conversation class. Due to the various backgrounds, experiences, and levels of the students within a class, a flexible format and a wide range of materials on various levels was thought to best meet the individual needs of each students.

The original workshop began as a small scale experiment. It consisted of two teachers and four ESL groups ranging from beginner to intermediate. The students involved had opted to change from a one and a half hour period to a two hour period. The schedule was a one hour conversation class and a one hour workshop. The following diagram illustrates the situation.

Time	Teacher A	Teacher B
9-10	Group I	Group II
10-11	A & B Workshop	
11-12	Group III	Group IV

The underlying counseling-learning concepts, on which the overall program is based, consists of six basic elements which are crucial to all learning process. They are: security, attention-aggression, retention-reflection, and discrimination. The following goals are derived from these elements:

1. To create materials and an atmosphere that pose no threat to the student, so as to instill security and confidence.
2. To have a wide range and variety of materials, so that students can direct their own learning at their own pace.
3. To offer flexibility in the materials and in the format, so that each student can discover and work in his/her own particular learning style.
4. To place more of the responsibility of learning on the student.
5. To ultimately make the student become independent of the teacher.

After an initial period in the classroom, students who have opted to take an extra period of workshop are gradually introduced to the procedures of the workshop . This includes the following:

1. Orientation - The workshop teacher orients the students to the materials format of the workshop in a systematic way so as not to overwhelm the student.
2. The workshop teacher and the student devise a program of study, allowing for teacher and student input, along with recommendations from the classroom teacher on specific problems.

3. The student is independent, i.e., free to follow his/her program of study in any manner he chooses within the workshop.

4. Through open communication between teacher and student, programs can be altered and revised.

5. The student is responsible to keep a record of work he has completed and write any comments on it.

6. Whole group or small group feedback sessions at regular intervals allow for student and teacher opinions, comments, and suggestions.

In harmony with the counseling-learning approach, the workshop teacher's role is flexible. It encompasses giving directions, instructions, guiding and facilitating situations as they arise. The teacher/facilitator is always available to help depending on the needs of the students.

At present the workshop schedule is based on a one and a half hour period held two days a week. Due to the lack of space, this format was adopted so as to allow the greatest number of students to be exposed to the workshop.

Future plans include opening the workshop to all students on a fulltime basis (1½ hour period four days a week), involving community volunteers, and devising a schedule which will dedicate part of the workshop period to conversation and interaction with native speakers of English.

Conclusions:

The programs offered by the West New York Adult Learning Center are clearly responsive to the needs of the community. In meeting the educational needs of its clientele, the Learning Center shows evidence of being innovative, flexible, and creative by incorporating elements of various educational approaches in its program design. This eclectic philosophy toward adult educational programming is refreshing, and comments favorably on the willingness and ability of the Learning Center to find solutions and improvements to educational problems. Together with its competent and dedicated professional staff, the approach to adult education at the Learning Center is a formidable effort toward achieving maximum program impact.

NEW YORK

Visit to: Dutchess County Area
Occupational Education
Center
RD#1, Salt Point Turnpike
Poughkeepsie, NY 12601

Visitation date:
February 17-20, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Julie Stone, Director
Literacy Volunteers of
Connecticult
55 Elizabeth Street
Hartford, Connecticut 06105
Phone: (203) 236-5466

Host: Noel Barash, Program
Assistant Continuing Education
Phone: (914) 471-9203

ABSTRACT:

In Dutchess County, Adult Basic Education is part of an umbrella program of services to adults funded through the Dutchess County BOCES - Board of Cooperative Education Services. In addition to ABE, ESL and GED, Dutchess County provides basic education for the handicapped, occupational training for the handicapped and vocational education for adults, which includes consumer homemaking classes.

Julia Stone discusses the administrative structure and funding for these programs. The work being done in the area of basic education, survival skills and occupational training for the handicapped is described as noteworthy.

FIELD EXPERIENCE REPORT - DUTCHESS COUNTY AREA OCCUPATIONAL EDUCATION, POUGHKEEPSIE, NEW YORK

Introduction:

In Dutchess County, New York an array of adult education opportunities are provided under the comprehensive umbrella of a New York State phenomenon known as BOCES - Board of Cooperative Educational Services. BOCES programs are regional service centers located across the state and organized to serve one or several counties. Dutchess County BOCES provides adult education, vocational education for high school students and adults, and special education for children and adults for all school districts in the county.

An elaborate, well-equipped campus near Poughkeepsie includes the Special Education School, the Occupational Education Center and administrative offices. The Adult Occupational and Continuing Education supervisor has offices here and administers a program which serves over 2,000 Dutchess County residents. His responsibilities include management of the adult vocational education program and overall administration of the adult basic education program. The operational aspects of the adult basic education program are the responsibility of a fulltime program assistant who acted as host for the ABE Exchange Program. The fulltime staff for this program includes three clerical people in addition to the supervisor and his assistant.

It seems necessary to spend some time discussing the function of the New York State BOCES program and specifically the Dutchess County District in order to understand how adult basic education is delivered to residents of this area. BOCES school districts have their own superintendents and directors of various programs (e.g., Occupational Education, Special Education). They operate on funds derived from the school districts in the region they serve with some additional funding coming from special state administered services like Vocational Education Act monies. Dutchess County BOCES provides educational service to fifteen member districts. It should be ntoed that not all BOCES in New York State are the providers of adult education as is the case in Dutchess County.

Programs and Services:

While all of the high school occupational classes are conducted at the BOCES Center in Poughkeepsie, adult education offerings are available at sites all over the county in addition to the Center.

The following adult education programs are offered by Dutchess County BOCES:

1. Pre-high School Equivalency/ABE - classes are conducted throughout the county by parttime teachers.
2. High School Equivalency, preparation for the GED, is also conducted at various sites.
3. English as a Second Language classes are held county-wide.
4. Basic Education for the Handicapped offers instruction to emotionally disturbed, mentally retarded and imprisoned adults. In all cases classes are held on-site at institutions housing the clients.
5. Occupational Training for the Handicapped is provided by BOCES. The adult education program cooperates with several agencies by providing teachers.
6. Vocational Education for Adults is offered at the BOCES Center and includes consumer homemaking classes which are conducted at several sites. Included in this program is a traveling Energy Conservation Road Show for older residents. The vocational education program plans to offer classes for displaced homemakers in the coming year, pending funding.

The integration of ABE, Continuing Education and Vocational Educational services in the BOCES program is strong and provides for coordination of many diversified opportunities for adults in the region.

Several of the above-mentioned adult education programs deserve special comment. A relatively minor, but effective, aspect of this program is the fact that basic education classes are titled "Pre-high School Equivalency". For the adults enrolled functioning at less than seventh or eighth grade reading levels, this program description seems somehow more optimistic and goal-oriented than simply basic education.

Of great significance are the occupational training classes being conducted for the handicapped. Inspired teachers and aides are training sixty adults in food service, porter maintenance, service station attendance and clerical skills. Of the participants several are placed each year in jobs as a direct result of this training. Considering the severity of retardation or physical handicap that these adults exhibit, it is heartening to see the progress that some can make in becoming more self-reliant and independent. For the most part these students are or have been institutionalized and may have functioned in a sheltered workshop setting.

In this program the cooperating agency provides aides, materials and job placement counseling with ABE providing the instructors.

Another exemplary offering conducted by Dutchess County BOCES is the consumer homemaking program in which over 200 elderly, handicapped and single parent adults are learning a variety of skills including family relationships, parenting skills, clothing, grooming, food and nutrition improvement and basic consumer education and resource management.

Certainly the work being done in the area of basic education for the mentally handicapped is noteworthy. Cooperating with a number of agencies and institutions in the county who serve the mentally handicapped, this BOCES program is teaching ABE survival skills to 171 adults this year. This program provides readiness training, basic reading, math, language arts and social skill development.

Instruction is held in institutions for the emotionally and mentally handicapped and in prisons. Pending acceptance by the New York State Department of Social Services of a proposal for Welfare Education funds, this program will be expanded in the prisons.

Conclusion:

Organizationally, each of the adult continuing education programs offered by Dutchess County BOCES is handled thoroughly and efficiently. Every teacher in each program receives at the beginning of the year a notebook which includes some general information about adult students and about teaching adults and a supply of very specific report forms, a due date calendar, purchase orders, policies and procedures, and student referral and progress data forms. Any reasonably well organized teacher would appreciate such a complete handbook which allows for maintaining accurate personal records as well as facilitating the preparation of the required quarterly reports to the program assistant.

Finally, the imagination and energy exhibited by this small staff in offering such a range of programs to a broad variety of adult is exceeded only by the creativity involved in acquiring the funds for each program. At least seven proposals are in the works for the coming year and include applications for funds from New York State ABE, Welfare Education (under Department of Social Services), and the Vocational Education Department with five separate proposals.

There were many practices observed during this visit which deserve the attention of adult education directors. Certainly the program attests to the fact that fulltime adult education staff can have a tremendous impact on not only the "volume" of services which can be offered, but also on the quality of those programs.

ADDITIONAL RESOURCES

DUTCHESS COUNTY AREA OCCUPATIONAL EDUCATION CENTER

These resources related to the BOCES program can be requested directly from Noel Barash of the Dutchess County Area Occupational Education Center.

1. Dutchess County Teachers Handbook

NEW YORK

Visit to: Niagara Falls Learning Center
901-24th Street
Niagara Falls, NY 14301

Visitation dates:
April 27-May 1, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: James M. Vicars, Supervisor ABE
Columbus City Schools
52 Starling Street
Columbus, Ohio 43215
Phone: (614) 225-2851

Host: Gerardo Franciosa, Director
Adult Programs
Phone: (716) 278-5718

ABSTRACT:

Niagara Falls may be one of the most spectacular wonders of the world, but to an adult educator it is a typical frost-belt city with a higher than average population of disadvantaged, unemployed, disabled and older people. In January, 1981, Niagara County had an unemployment rate of twelve percent and ranked as one of the worst job markets in New York state. It also had an Adult Center with a large enrollment and a varied selection of courses.

James Vicars, with the practiced eye of an experienced learning center director, outlines the total community education program and then hones in on the outstanding features of the academic program. He identifies two key services and people, the adult counselor and the instructional specialist, and defines their role. He also examines the Learning Laboratory system and other factors contributing to the effectiveness of the program.

FIELD EXPERIENCE REPORT - NIAGARA FALLS LEARNING CENTER

Introduction:

Niagara Falls, New York is like most northern industrial cities, a manufacturing center (chemicals, hydro-electric power) with a population of 80,500 in 1970 that dropped to about 70,000 in the 1980 census. The school district has not had many problems compared to most school systems around the country.

To get a feel for adult education programs, the natural order of discussion goes from the environment to the unique features. This equential order is:

1. The Setting - A brief discussion of the area which naturally exists around the Falls.
2. Continuing Education Program - A general discussion of Adult Education Programs in the Niagara Falls School District.
3. Academic Education - A detailed view of the pre-high school, high school equivalency, and English as a Second Language programs.
4. Outstanding Features - The parts of the program which make the Niagara Falls Adult Education effective. Included are the three processes, activities, etc. which make the program click.

Setting:

Niagara Falls is a familiar name to most of us for the obvious reason that the Falls is one of the most spectacular natural wonders of the world. The Niagara River is a thirty-seven mile course from Lake Erie to Lake Ontario. The river is really a strait which acts as a giant spillway carrying the drainage from 255,000 square miles of mid-north America creating the two giant Falls, the Canadian and American.

The natual phenomena along with the historic background of early settlers and forts has created a tourist attraction designed for many years as the "honeymoon capital of the world".

Surrounding the Falls are the cities of Niagara Falls, Ontario and Niagara Falls, New York. The two cities are connected by the Rainbow Bridge which is about midway along the thirty-seven mile course.

The breathtaking description alone is what most of us know, read about in vacation brochures, and think about Niagara Falls; however, this is not the real Niagara Falls, New York when you look at it from the viewpoint of an adult educator attempting to help people develop a more productive life.

You can observe when walking or driving around that the population consists of mostly middle class neighborhoods with random streets populated by disadvantaged, unemployed, disabled, and older people.

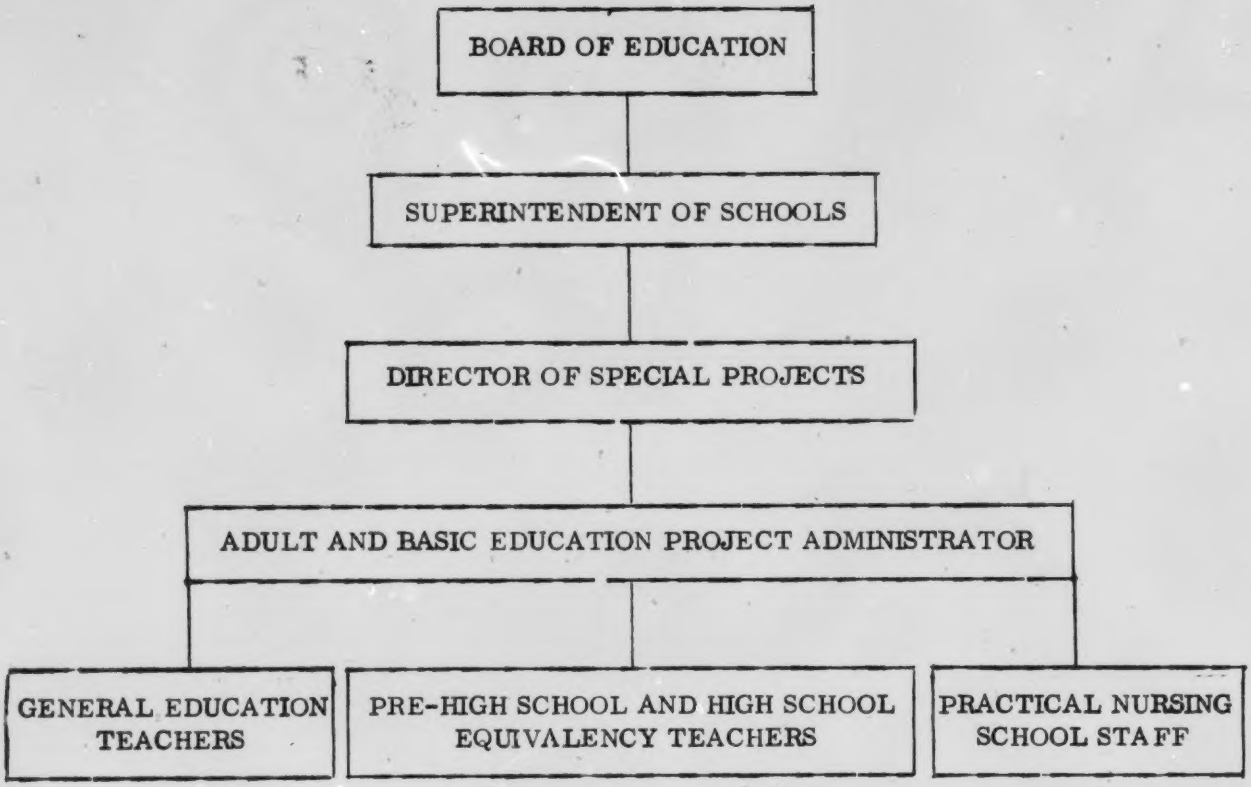
Naturally, the tourist trade is important to Niagara Falls, but this identity is only in full operation during the summer - May through Labor Day.

As you walk around downtown, you can see old abandoned buildings where businesses have closed or moved. There are areas of construction activities related to urban renewal projects.

In summary, Niagara Falls, New York is a typical frost-belt city depending upon manufacturing plants which have developed as a result of the tremendous hydro-electric power available. Currently, there is not much opportunity for employment in Niagara Falls. Most of the jobs available for adult basic education participants are non-skilled factory jobs, security jobs, and maintenance work. For the past several months, the Buffalo and Niagara Falls area has ranked as one of the worst job markets in the state. In January, 1981 Niagara County had an unemployment rate of twelve percent.

ADMINISTRATIVE ORGANIZATION

ADULT CONTINUING EDUCATION


BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
DIRECTOR OF SPECIAL PROJECTS
ADULT AND BASIC EDUCATION PROJECT ADMINISTRATOR
GENERAL EDUCATION TEACHERS
PRE-HIGH SCHOOL AND HIGH SCHOOL EQUIVALENCY TEACHERS
PRACTICAL NURSING SCHOOL STAFF

Adult education has a long history in the Niagara Falls school system. On the wall in the halls of the Niagara Falls Continuing Education Center are three plaques indicating that a community adult education center has been in existence from the early 1940's. It is interesting to note that the Center was formerly an elementary school built in 1917-18 and has a beautiful indoor swimming pool. The first impression of the Adult Education Center is that it is a truly a community center. One can see rooms utilized for:

1. Indian Education
2. Nature Center - manned by volunteers and utilized by elementary and secondary students.
3. Literacy Volunteers
4. Red Cross
5. Consumer Homemaking Program
6. Swimming Pool - used by elementary schools without pools, community groups, and adult education. Swimming programs have been a tradition in Niagara schools for many years.

Other periodic activities in the Adult Center are retired teachers' luncheons, garden club meetings, and Coast Guard Auxillary Safe Boating programs.

When one enters the adult education office, it is immediately apparent that the main business of the Center is public school adult education. The major emphasis is on community adult education classes and general academic education including ABE, ESL, Pre-high School and High School Equivalency. In the 1981 winter program, classes range from calligraphy to yoga. These classes are offered for a small fee and are taught if enough people are enrolled. This is an exceptionally large adult education offering for a community the size of Niagara Falls. During the fall term of 1980, more than 3,000 people participated in the community adult education classes. These programs are offered in the fall, winter and spring. Classes are held in various Centers throughout the city.

The writer's primary interest continues to be in academic adult education, including Adult Basic Education, High School Credit, Equivalency Program, and

Adult Reading. As a result, my observations and impressions have concentrated in these areas of adult education.

Academic Education-Pre-high School and High School Equivalency Program:

This program is free to the adult needing help in reading, mathematics, English, English as a Second Language and everyday living skills. Funds for the program come from three sources:

1. Title XIII - Federal ABE Money
2. Welfare Education Program Fund - State
3. GED Fund - State

Approximately sixty percent of the money is from Title XIII and about forty percent from the other two state funds. In New York much emphasis is placed on High School Equivalency programs, and there is approximately two million dollars available to school systems throughout the state.

The academic program is organized around four fulltime staff members. The positions are:

1. Adult and Basic Education Project Administrator - responsible for the total adult and continuing education program in Niagara Fall, New York school system.
2. Adult Counselor - serves as the administrator for any adult desiring to enroll in any adult education activity.
3. Instructional Specialist - responsible for coordination of the total instructional program and works very closely with the staff members.
4. Learning Laboratory Specialist - responsible for creating a learning environment for any adult needing help in academic skills from 0 through high school.

In 1979-80 these four staff members and approximately eighteen parttime teachers served 1,344 adults.

The academic program is offered at the Adult Education Center which is open year-round all day and two evenings per week, four satellite centers during the day and five satellite centers in the evenings.

From the visitor's view, the outstanding features of the program are:

Adult Counseling

The adult counseling program is the key to the adult education program. The counseling office is located at the Adult Education Center, but the counselor coordinates the satellite program with parttime counselors in the evening. The most important aspect of the service is that the counselor serves as the interpreter for the total adult education program offered in the school, and places people in the program throughout the community.

In the Niagara Falls system, the adult counselor is a mature, seasoned person with a guidance background who knows the community and the people. With the counselor's experience in the community and the cooperation of the excellent teaching staff, this is a true street program. The adult center is serving the adult who really needs help.

Instructional Program

Of course, this is in the heart of any educational endeavor, but what is unique here is the role of the instructional specialist. In Niagara Falls, the person occuping this position, as in counseling, is the prime mover of the instructional process. As I visited with her, the teachers, and adult learners, it was evident that the program is well organized and flexible for staff and learners. Important decisions concerning the adult learner are made through a cooperative decision making process.

Adult Learning Laboratory

The other connecting link with the learners, the process, and other staff members is the Adult Learning Laboratory. The learning laboratory specialist serves the people needing academic skills that are enrolled in pre-high school and high school equivalency programs. The classes are self-contained in a three hour block, but a parttime teacher cooperates with the learning laboratory specialist in supplemental help that the adult learner may need.

This is one of the best stocked laboratories I have ever seen and the specialist certainly knows how to use the equipment and materials to the advantage of the learner.

Effectiveness of the Academic Program:

Staff - The Niagara Falls adult education staff is a very professional group. They are well trained and know what adult teaching and learning is all about. When one talks with teachers and students, the atmosphere is relaxed but business-like, with a built-in attitude of flexibility and an individualized program designed to fit the teachers as well as each learner.

The administrator has done an excellent job in choosing staff and then letting them do their own thing because they know how. This is a people program.

Adult Learner Record Keeping - In keeping with the understanding of the learner as a unique individual, the student record keeping system is excellent. This ranges from the counselor's office (registration, testing, recording scores, and educative placement) to the attendance records and individual folders developed by the teacher and learner.

The record system goes back to the beginning of the ABE program. Since the current counselor has held the position, there are complete records on every individual who ever attended the pre-high and high school equivalency programs. In the counselor's office one can see the results of the program through the years. This is excellent for community relations, staff morale, and of course, the Board of Education, and for making annual reports for the agencies furnishing funds.

Philosophy: Each Adult Learner is Unique - The program is individualized and the curriculum is tailored to meet the needs or desires of each student. The counselor interviews each adult at the time of entry. After the initial interview the learner is tested in reading and mathematics for placement into the program. The class schedule is made by taking the following into consideration: the lifestyle of the person, the entry test scores, and the educational range of the class that he or she will attend.

Further individualization of instruction is made within the class setting. The scheduling procedure is not necessarily permanent but may be changed to more effectively instruct the student.

OHIO

Visit to: Canton City Schools
800 Market Avenue North
Canton, Ohio 44702

Visitation dates:
February 9-13, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Don Chao, Assistant Director
Connecticut Adult Basic Education
Staff Development Project
38 Woodland Street
Hartford, CT 06105
Phone: (203) 522-7899

Host: George G. Tsarwhas, Director
Community Education
Phone: (216) 454-5067

ABSTRACT:

The adult education department of the Canton City Schools was founded in 1979 when the former McKinley High School became a show place for residents enrolling in evening school. During the more than sixty years since, growth and change have reflected community needs for adult education.

Donald Chao examines the Canton program from the viewpoint of his own work-situation as assistant director of Connecticut's ABE Staff Development project. He provides us with a précis of the various services offered under community education and shares with us the thoughts provoked by his exchange visit.

FIELD EXPERIENCE REPORT - CANTON CITY SCHOOLS, CANTON, OHIO

Introduction:

In this introduction, the writer will compare his current work situation as assistant director of the Connecticut Adult Basic Education Staff Development project and his previous classroom experience with the unique vantage point offered by the adult educator exchange visit. Four routes are used by Connecticut's ABE Staff Development project to deliver teacher support services statewide. The one touching the greatest number is the newsletter offered to all teachers and any other interested community educators. Thirty-five to forty workshops are offered yearly throughout the state, some of which are designed to meet the special requests of local programs. The Staff Development Resource Center is open daily to teachers or researchers in adult education. Telephone and mail services are offered to adult educators who cannot easily visit the Center. The project staff visits ABE programs throughout the state. These visits range from relatively informal classroom visits to structured in-depth consultancy for local program improvement.

For the equivalent of seven semesters, previously I had worked as a teacher in an urban adult education center. From the classroom situation to a statewide project dealing with ABE teacher services in general, the details of the directors' functions were unknown to me.

This brief background indicates that a detailed look at any local program from the director's point of view would be of immense value in my present work at the Hartford Resource Center. Luckily the opportunity for just such an overview presented itself with this year's adult educator exchange visits. A more appropriate selection than George Tsarwhas' Canton City program could not have been made.

This very tight, organized delivery of many community services had been beyond my comprehension. From sincere efforts at understanding the needs of the Canton community, to hustling to see how these needs could be adequately and economically met, to healthy efforts at avoiding duplication of services by communicating with area agencies... all have helped me put into perspective the overall, long range efforts which must be realized by a local director.

Programs and Services:

Adult Basic Education in Canton is part of a comprehensive community education program. Community education in Canton is a process of developing and strengthening the vital relationship, mutual dependence and fundamental linkage between the home, community and school. The following list of total program offerings reflect the Canton philosophy.

Adult Continuation High School

In February, 1963, Canton Public Evening High School was chartered by the Ohio Department of Education and granted the authority to issue diplomas to any adult who met the state and local requirements for graduation. The first graduation was held on May 24, 1964 and diplomas were issued to forty-one adults. The graduating class of 1979 numbered one hundred.

Adult Basic Education

Adult Basic Education (ABE) classes are made possible through the Adult Education Act of 1966. Free instruction is offered in the basic skills of reading, writing, mathematics and English usage. Special classes are also provided for foreign-born persons who need help in learning to speak, read, and write the English language.

Although the concept of an Adult Learning Center is not new, certain refinements at the Center in Canton are worthy of note. Surely a key concept of a learning center of lab is strong emphasis on individualization. This Center seems to offer a maximum of physical alternatives for the individual to work. Besides such basic pre-requisites for learning as good lighting, both overhead and natural, and a sense of separateness from the other hubub of the Center, there is an extensive array of materials for the broad range of reading abilities and interests of the ABE/GED student. These materials are arranged on open shelves for the easy availability of the student. While there are study carrels, work can be done at tables and their arrangement and number allow individual work or small group effort.

A very necessary factor for learning center utility, where enrollment is open and a variety of activities continues throughout the year, is consistency of and continuity of personnel. The daytime Canton Adult Learning Center has both teaching staff and administrative backup thoroughly aware of the yearly cycle of the student body and their previous experience.

Number of participants in the Adult Basic Education program:

. 1974-75	652	. 1977-78	642
. 1975-76	1003	. 1978-79	833
. 1976-77	799	. 1979-80	1000 (goal)

Adult Vocational

Adult vocational classes are part of the high school continuation program and provide an opportunity for adults to improve their present skills for employment.

Some of the classes currently offered include bookkeeping, typing, shorthand, welding, sewing, credit union, pharmacology and emergency medical training.

Apprentice and trade extension classes are organized and supervised by the vocational department. The community services department's role with the apprentice program consists of selling the textbooks, approving timesheets, requisitions, registrations and billing the companies.

Number of participants in the Adult Vocational program:

- 1979-80 Approximately 1000

Family Life Education

Family Life Education was organized in 1972 to provide homemaking skills to disadvantaged adults. Since its inception the emphasis has changed from the traditional homemaking skills to the development of a basic philosophy of family life. Parents are given insights into their own physiological, psychological and emotional makeup and how it affects their everyday life and living.

Number of participants in the Family Life Education program:

	Adults	Children	Total
. 1976-77	940	872	1812
. 1977-78	687	847	1534
. 1978-79	774	736	1510

Adult Continuing Education/General Interest Classes

General Interest classes have been made available to the citizens of Canton and surrounding communities for over fifty years. These class offerings are based on current needs and interests and in response to requests from individuals and groups within the community.

Number of participants in the General Interest Classes:

- Fall and winter terms - approximately 550.

Summer School

The Summer School program of Canton City Schools has provided learning opportunities for thousands of elementary and secondary school students for over fifty years.

Number of participants in the Summer School program:

- Summer of 1979 - 1285

High School Migrant Program

The High School Migrant program is a federally funded summer school program (ESEA, Title I) which creates special compensatory education programs for migrant children.

Number of participants in the High School Migrant program:

- Approximately forty students per summer session

Driver Education and Training

Driver Education and Training was initiated in the high school curriculum in 1949. The program continued until 1957 when it was suspended for one semester. A "limited" program consisting of four staff members was re-established from 1958-62. It was again suspended until 1968 at which time state funds became available.

Number of participants in the Driver Education and Training program:

1975-76	1185	1977-78	1111
1976-77	1217	1978-79	1034

CETA Youth Experience Program

The CETA Youth Experience program was formerly called the Neighborhood Youth Corps which was started under the Economic Opportunity Act of 1965.

Each eligible participant must undergo comprehensive intake and assessment processes at the Canton-Stark-Wayne Consortium. Enrollees are then assigned to compatible work sites in the school system and other non-profit agencies.

Presently one hundred sixty four in-school youth are assigned to non-profit work sites working ten hours per week in areas such as clerical, maintenance, food service, child care, library, recreation, etc. The summer program is similar except students and out-of-school unemployed youths work twenty hours per week in over one hundred work sites. Students are paid $3.10 per hour which is the federal minimum wage.

Number of participants in the CETA Youth Experience program:

- In-school program - 170 slots serve approximately 230 participants
- Summer program - 350 slots serve approximately 375 participants
- College program - 15 participants

CETA Skills Training Program

The CETA Skills Training program was formerly called Manpower Development and Training (MDTA). It is designed to prepare out-of-school youth and adults for entry level occupations. In addition to occupational information, each student receives basic education, vocational counseling and job placement.

The participants attend the training program seven hours per day for a period ranging from thirty-eight to fifty-two weeks. While in training each participant received a training allowance of $3.10 per hour plus mileage from the CETA Consortium. Trainees who do not have a high school diploma work an additional hour to complete it.

Number of participants in the CETA Skills Training program:

- 1962-1980 Approximately 1500
- Fiscal year 1980 - Auto Body/12; Auto Mechanics/15; Diesel Mechanics/15; Production Machine Operator/18; and Welding/15.

Conclusions:

No effort has been made in my report to indicate the many classes visited, to say nothing of the extra visit to a daytime learning center in Akron. Classes in all aspects of adult education and training were viewed. And many conversations were held not only with teachers and counselors at various centers, but also with the personnel at the Community Educational Services office.

The following are some of the writer's thoughts provoked by visits to several learning centers.

> Most educators consider some sort of machinery essential to the nature of the Learning Center/Lab and the majority of our ABE population seems to be able to become accustomed to its use if it is available. However, in the opinion of the writer, its availability has not amplified teacher time when one takes into consideration the necessity of time for orientation to the machine plus time for adjustments, plus down time for maintenance and repair vs. the machine-less situation which requires that both teacher and student work with written materials, oral situations, or group audio-visuals which may or may not include teacher-operated machinery.
>
> The only recourse for amplification of teacher time is to put the money for costs of machines and their maintenance into extending the hours of teacher contact with the student. There are, of course, exceptions to this as there are to almost everything else. These exceptions may well be in situations where the student will have prolonged contact with the machinery. This, however, is not the case in the majority of ABE/GED programs in Connecticut. These programs are operated part-time for semesters of ten to fifteen weeks, usually with long periods of inactivity between semesters.
>
> Most localities keep pretty careful records of students attendance. A Center which tries to offer individualized teaching

assistance to its student body must also maintain careful records of student's progress. Of course, these records are of more importance to the teacher in the monitoring function than to anyone else. The best place for the actual work of the student is in the hands of that student. In this way, easy reference by the student can be made to previous work. This is especially so should any student have to relocate and therefore have to demonstrate to another teacher work capability. All the present teacher need record is student progress within a predetermined curriculum so as to have an idea of where the student is to proceed for the following: the ways of making these recordings are only limited by the numbers of teachers making them. This takes for granted that the goal of the student is to proceed normally through the Center's predetermined curriuclum. Someplace in the student's record there should be an indication of the goal as stated to the counselor during the intake interview. This goal may then be modified should subsequent student-teacher conversations so indicate.

On subsequent visits to programs around the State of Connecticut, an effort will be made to amplify these thoughts in the context of the local programs. So far the adult educator exchange visits seem to have provoked a great deal of thought and examination concerning one's own work situation in the light of another. This has to be the underlying value of the whole program.

ADDITIONAL RESOURCES
CANTON CITY SCHOOLS

The following resources may be requested directly from George G. Tsarwhas of the Canton City School District.

1. Canton Curriculum Guide
2. Teach a Pal Volunteer Program
3. ESL, Teach a Pal, Adult Learning Center brochures

Some materials are free, others are available on a cost plus postage basis.

OHIO

Visit to: Columbus City Schools
52 Starling Street
Columbus, Ohio 43215

Visitation dates:
February 16-20, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Donna H. Brant, Coordinator
Virginia Commonwealth University
Adult Learning Center
1322-24 West Main Street
Richmond, VA 23284
Phone: (804) 257-1141

Host: James M. Vicars, Supervisor
Adult Basic Education
Phone: (614) 22[illegible]-2851

ABSTRACT:

The Columbus Ohio program is a prime example of a large city ABE program whose years of experience have paid off in a stable, professional staff, a system of community networking, a center that houses multiple education and training programs and a simple but effective record-keeping system.

Donna Brant, in this field report, provides us with an excellent overview of program activities. She lists ABE resource materials developed by Ohio and describes the Columbus Center's open-entry intake process which she felt valuable enough to put into use at her Center at Virginia Commonwealth University.

FIELD EXPERIENCE REPORT - COLUMBUS CITY SCHOOLS

Introduction:

I visited the Columbus, Ohio Adult Basic Education program under the direction of Mr. James M. Vicars. This program served 4,620 students during the 1979-80 term. Twenty-one percent of these students were level I of adult basic education, fifty-three percent were level II of adult basic education and twenty percent were in the General Educational Development Test preparation classes. Less than one percent of the population were English as a Second Language students. The professional staff numbered approximately thirty-seven. In addition, there were three educational aides and three clerks. There were no volunteers in the program. Ninety-four percent of the total number of students attend two to four days a week. Sixty-five percent of these attend during the day. A learning center, and adult education center, various community agencies, and secondary schools house these adult basic education classes.

Programs and Services:

I was very impressed with the interagency networking that is present in the Columbus adult basic education system. The director expressed much support for this type of networking, and I viewed the evidence that this cooperative effort works well in Columbus. I was able to visit the United Cerebral Palsy Center and the Goodwill Industries Center where ABE classes are held. This represented one way that many most-in-need students could be reached. Resources were expanded by using these Centers throughout the community, and I am positive that community support for ABE was stronger because of these cooperative efforts.

Along with this concept of networking was the beautiful North Adult Education Center in Columbus. Here all adults' education was housed in one building. This was my first opportunity to examine this concept in action. Those agencies that are represented were CTDA - Clerical Training for Disadvantaged Adults; MOTDA - Multi Occupational Training to Disadvantaged Adults; CETA - Comprehenisve Employment and Training Act; YETP - Youth Employment Training Program; OETHA - Occupational Evaluation and Training for Handicapped Adults; and EOPP - Employment Opportunity Pilot Project.

This cooperative effort in adult education was excellent. Adult Basic Education was an integral part of all the other training programs. Resources including teachers and counselors were shared. Communication among agencies was easily established. Students benefit greatly from this Center with many progr[illegible] Referring students to other programs is easily accomplished. Administrators and staff seem to be well acquainted and are able to share information. I had read about this dynamic concept and was pleased to observe it in operation.

During my visit I was very interested in observing the record-keeping procedures of a large adult basic education program. I was very pleased to observe the extensive and accurate system that Columbus system employs. It is space saving and yet available to staff members. The records are concise, but have the information that is needed for data collection. This system is very organized and is kept up-to-date. A small interview card becomes a permanent record. Besides basic student information, the card contains test scores, clock hours, and the reasons for leaving the program.

During the entire visit, I was observing the use of materials that I was unfamiliar with. Since returning to my Center, I have received and utilized many of these materials. Just a few of these are the ABE Drivers' program and the ABE Matching Board "You Can". (Mary Hill and Dave Robinson)

Other materials that I plan to utilize are Ohio Survival by Betty L. Hall and Lawrence L. Gabel, Studying for Learners' Permit, Wheels, and Documents from the Superintendent of Documents, U.S. Government Printing Office. Having seen these materials utilized is more than viewing these materials at a conference. The Columbus, Ohio staff members were very helpful in evaluating the materials they were using. Their insights were most helpful.

The intake procedure at the Adult Education and School Services Centers was most examplatory. The student was given much attention and time. I am sure this is due to the efficient staff that the director has employed. The receptionist is a GED graduate who conscientiously welcomes the new student. A counselor talks to the new student between fifteen and thirty minutes during the first visit. It was exciting to view an open-entry program where the new student is not hurried through the intake process. I feel that the low drop out rate is evidence of this intake procedure. During the intake procedure a word discrimination test by Charles B. Huelsman and the math WRAT test is administered. An interview card is completed by the counselor after this short first testing. The new student was given a schedule the first day about classes and his placement scores.

Conclusion:

In retrospect, the aspect most outstanding of this ABE program was its staff. The staff have all been employed at least seven or more years. I could feel the stability of the staff during my visit. I was overwhelmed by the support that the staff members gave to each other and to their supervisor. I enjoyed their enthusiasm and their professionalism. They were enlightening to me with their insights about teaching adults. My reaction was "yes, yes I think so, too". It was great to discuss adult education methodologies and procedures with so many knowledgeable people in such a short time.

I want to especially thank my host, Mr. Vicars, for being so very conscientious and hospitable. He had to change his itinerary since I arrived early, but even so, the visit was very well planned. I was able to observe many parts of the programs in a short period of time.

Since returning to my Center, I have begun using the Columbus, Ohio method of emphasizing to the new student the importance of attending for two weeks in order to become acclimated to the program. After two weeks, it is time for changes if the student is misplaced in his studies. This has worked well at my Center, because it tells the new student that it takes time to feel comfortable in a new educational setting.

I have begun utilizing the material resources that Mr. Vicars has shared with me. The state staff shared a sixty-second public service announcement that was utilized in Ohio for recruitment. I plan to share this with the adult education services staff in Virginia and hopefully next year, this public service announcement can be utilized in Virginia. The adult education staff of Ohio shared 309-310 grants with me that are most helpful.

All in all, the experience was exhilarating. In examining the exchange visit, the reason I enjoyed this visit is that it reinforced parts of programs that we both operate, yet showed me new ways to improve my program at home. Talking and observing teachers, administrators, and students gave me insights that could not have been gained by reading about a similar Adult Basic Education (ABE) program.

ADDITIONAL RESOURCES

COLUMBUS CITY SCHOOL ABE PROGRAM

These resources related to the Adult Basic Education program can be requested directly from James M. Vicars of the Columbus City Schools.

1. Student Interview Card
2. ABE Drivers' Program
3. ABE Matching Board "YOU CAN"
4. Ohio Survival
5. Sixty Second Public Service Announcement (video)
6. 309-310 Grants

OHIO

Visit to: Middletown City School District
1515 Gerard Avenue
Middletown, Ohio 45042

Visitation dates:
February 16-19, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Robert D. Holtz, Director
Continuing Education
Greece Central School District
P.O. Box 300
N. Greece, New York, 14515
Phone: (716) 227-1610

Host: Rose Marie Brown, Coordinator
ABE/Adult Programs
Phone: (513) 423-0781

ABSTRACT:

Mr. Holtz describes Middletown's comprehensive adult education offerings which include one of the larger ABE programs in Ohio, an evening high school program offering credit to day and non-day students, special programs such as Teen Age Parenting and an Alternative Education Program for high school youth, and a newly developed Adult Continuing Education program which places emphasis on the development of job training and vocational courses to help retain/maintain corporate employment in the city area.

This report provides details on the effective building and management of a Class A Adult Basic Education program including program administration, recruitment/promotion, staff development/training, and the utilization of community agencies.

FIELD EXPERIENCE REPORT - MIDDLETOWN CITY SCHOOLS

Introduction:

Arrangements and agreements for an Adult Educator Exchange Visit to Middletown, Ohio, were basically finalized by Sherry Royce about November 18, 1981. After that date, Rose Marie Brown, Coordinator of ABE/Adult Programs and I were in contact with each other (by phone/letter) to become better acquainted and familiar with each other's professional responsibility, scope of responsibility and awareness of the demographics of each school district. In addition, we also shared numerous program publications and materials to reinforce each other's understanding and awareness of community/program similarities/differences.

Related Demographic Data:

Middletown City School District encompasses the City of Middletown, Ohio, Village of Monroe and Lemon Township and has a population of approximately 50,000. It is basically an industrial area where Armco Steel provides approximately 55% of the area's employment. Paper mills also appear to be rather abundant. Even though it is a factory town with a 12% black population, the average income level of its population is in the middle to upper middle income bracket. The education level appears broadly spread from basic to higher education. Since the area borders close to Kentucky. there has been an influx of out-of-state settlers in "ghetto" type (low-income housing) areas. (This should not be construed to mean inner city ghetto areas). The city also appears to be quite conservative and in the Bible Belt. It was also reported that the Ku Klux Klan is well known for its history, activity, and influence in this area. (This I did not witness or experience).

The school district has gone through various administrative and building changes, (e.g., declining enrollment, building closing, reorganization program changes/development (vocational/ABE, etc). Specifically, I visited programs offered in both elementary and secondary public schools plus those offered in community centers (Drug/Alcohol). In addition to visits to the various ABE centers, I was given a tour of the city, in which the guide (Career Supervisor) pointed out the significant business, industrial, educational, housing, and historical areas and developments. Since the guide was a native of Middletown and also a professional in the system, I was able to gain additional insight about the area.

General Program Description:

The Adult Education Coordinator (R.M. Brown) was responsible for various areas of program development and supervision; e.g., Basic Education (Adult Basic Education/High School Equivalency Preparation) High School Equivalency Testing, General Adult Continuing Program Development/Supervision, High School Credit courses, and special programs - (Teen Age Parenting, Alternative Education Program for High School Youths).

The Basic Education Program appeared to be the largest component and the most comprehensively developed program. Due to R.M. Brown's knowledge, ability, and expertise, she has developed one of the largest ABE programs in Ohio. Through a concerted effort, she developed a rather impressive program - recruited and trained staff - recruited students and expanded the program approximately 100 times its original size (within a four year period) established multiple neighborhood centers (schools - civic centers, etc.,) and formed linkages with many public/civic agencies.

The Adult Continuing Education program was in its developmental stage. In the Fall of 1980, forty various courses were developed and offered with the assistance of three vocational consultants (part-time). These consultants were rather unique, since they were funded by State Education Department Vocational Office and assigned to assist in the development of job training or related type courses - hence, to help retain/maintain corporate retention and employment in the city area. Significant programs were Air Conditioning/Refrigeration, Auto Mechanics, Secretarial Training, Cosmotology, Hygiene Assistants' Training, etc. There were numerous facilities in the Middletown High School that contained various sophisticated, well equipped vocational areas.

Middletown High School also offered many evening high school credit courses for day school and non-day school students via the adult education office.

In addition, it was interesting to observe a rather strong relationship and cooperation between day school and adult school. These were two unique programs that were developed because of need and commitment to staff. They are: 1) the T.A.P. (Teen Age Parenting) program which conducted a special Pre/Post Natal course for young mothers to be, plus tutorial service in order for such individuals to complete their high school education. 2) The Alternative High School program which was designed for habitual truant or problem students. These students were given vocational/cooperative education course work along with general tutorial academic help.

Funding Sources:

The major source of funding for all programs (except the high school equivalency testing program) was acquired from the State Education Department and Federal Government. They received special funding for the ABE program, state aid for vocational resource personnel, supplemental aid for the evening high school credit program and receipts from their regular adult courses which were offered on a self-supporting basis. The High School Equivalency Testing program was also unique in that fees were collected for both applications and testing. (New York State is totally free to the participant with testing costs paid for by the State Education Department).

Unique Program:

The most unique and impressive adult program of the Middletown City School District was the Adult Basic Education program. In comparison to the similar programs offered in New York State, my first revelation was that Adult Basic Education in the State of Ohio consists of English as a Second Language, Adult Basic Education (lower grade achievement levels), and High School Equivalency and is so funded on that basis.

It was very apparent that Rose Marie Brown, Adult Education Coordinator, had great ability, expertise and commitment to develop the Basis Education Program. Having had some previous experience in Michigan as an adult basis education coordinator, she used all her personal (and family) and community resources to promote and advertise the availability of such a program. She began with one ABE class and by developing and distributing attractive flyers/bulletins plus effective utilization of the newspaper and radio media, plus the effective use of students who completed the ABE program as recruiters, she effectively and efficiently expanded the program to approximately 100 times its original size. This happened only in a three to four year period. In addition, Rose Marie demonstrates a great deal of interest, enthusiasm and commitment to service the needs of her community residents.

To satisfy the needs of the increased enrollment, various level classes were created both day and evening throughout the week. Daytime classes were set up in various neighborhood schools (elementary, intermediate, secondary) and community centers. A full complement of classes were offered in the Middletown High School.

Most classes were visited and much time was devoted to class operation, supervision and student contact. During these visitations, it was very obvious that much effort had gone into teacher selections and teacher training. This was borne out after much discussion with staff members and the ABE coordinator. Teacher interest, commitment, professional competence and enthusiasm were very evident. Each teacher was well aware of and concerned about meeting student needs, development and eventual success in the program. Each instuctor was well aware of instructional resources, or developed such, to satisfy student needs. Prominent and most noteworthy was the teacher-student rapport; the close informality, the concern for people to be together, their welfare and achievement. This attitude appeared to prevail amongst staff members as well. Even though the teachers were of various educational backgrounds, experiences and ages (some retired or raising families) they related and worked well together. Much of the interest and commitment was also observed at a staff social affair.

Also, budget constraints had led many innovative and creative staff members to develop educational resources for their students. All instructors were enthusiastic and most satisfied with their job. They seemed eager to talk about their students and their program.

In my discussion with R.M. Brown, we talked at length about program development. It was her estimation that staff selection and development were of prime importance. She places a great deal of priority, emphasis and time on pre-service and in-service training of her staff. Most of her concern appeared to deal with staff attitudes, interest, commitment, enthusiasm, awareness, and understanding of people. To support and enhance the process, she has developed and implemented various: 1) student informational forms, 2) program informational pamphlets, 3) student study guides, 4) instructor handbook, 5) instructor-policy guide handbook, 6) student data/follow-up forms and the regular publication of a regular ABE news publication entitled "Second Chance" which includes news articles, poems, events as developed and prepared by students and staff. I feel this is an effective tool to tie total program/happenings together.

One unique resource that was effectively used in the Amanda Center was the use of the London Procedure Adult Learning Problems - a screening, diagnostic and teaching guide. This dealt with various student visual/ and auditory problems, e.g., visual functions, visual perception, auditory functions, auditory perception and dyslexia-reading encoding and decoding. This teacher was a specialist in the use of this material and was used by all staff members as a resource for all program students (need basis).

Another factor, alluding to the success of the program, was the high degree of coordinator-staff rapport, relationships, and cooperation. Again, this is due to the personal standards, commitment and enthusiasm and leadership of the program. I was most impressed with her organization and staff development process and I plan to evaluate and reorganize my own program along similar lines. To observe a successful ABE program in operation has reinforced my need to implement such procedures and practices in my school district.

Professional Exchanges:(R.M. Brown & R.D. Holtz)

Since Greece Central has a much broader and more comprehensive program, there was a need by R.M. Brown to discuss various administrative organizational matters, financial control techniques, accounting procedures, techniques for developing a comprehensive community education program, preparing annual reports and developing and utilizing an effective Citizen Advisory Committee. Many of the above topics were discussed with both the ABE coordinator and the director of vocational and adult education.

In the process of dealing with professional/administrative matters, much time was devoted to reflecting operational procedures of each school district in order to clarify better understanding. This was a matter of necessity and practice throughout the visit in order for each of us to better comprehend topics of discussion. Specifically, we discussed in detail various management, organizational and financial control matters. Such "nuts/bolts" session were felt to be most beneficial and worthwhile. After lengthy discussion, it was in these areas that I was able to help her with management problems/concerns. We each exchanged pertinent forms, materials and prepared documents and agreed to continue such an exchange by mail. Since her Community Education Program (Adult Continuing Education Program) is in a developmental stage, she felt that she could benefit from in-depth discussion about the Greece Continuing/Community Education programs. In addition, she expressed great interest in how Greece Central developed, organized and utilized Citizen Advisory Councils. Since Greece has been successful with Advisory Councils, she questioned their development, selection, function, operation, utilization and member effectiveness. To supplement and reinforce our discussion, she was sent copies of organization charts, council directory, annual report, etc. In fact, at that time, her boss suggested that she consider a visit to Greece, New York and observe their programs in action. (The invitation will always be open).

Summary:

It has been my interest and desire for many years to participate in an Adult Education Director Exchange. I felt that such an exchange visit would enhance the administrative experience and, in essence, breathe new life, ideas and motivate new challenges for a participating director. Even though this wasn't what I had originally envisioned, it turned out to be a most worthwhile and beneficial exchange. I hope Rose Marie Brown gained as much from this professional visit as I did. The most worthwhile program that I hope to benefit from Middletown was my observation and administration of the Adult Basic Education Program, including program recruitment/promotion, staff development/training/rapport, effective utilization of community agencies; effective leadership. There were some other programs, e.g., T.A.P. and Adult Career Exploration that I felt were appropriate and worthy of recommendation to my home school district.

Also, most important to the whole exchange visit, was the hosting, lodging, professionally well-planned visit, friendliness, professional/

personal involvement (as "one of the staff") and open sharing of information by Rose Marie Brown, Coordinator. She was a most gracious host and over-extended herself to make me feel welcome. I will long remember this Adult Exchange Visit to Middletown, Ohio on February 16-19, 1981 and the professional/support staff exchanges that took place. We both felt it was worthwhile and would recommend it to all adult directors.

Also, I wish to express my thanks to New York State Department of Continuing Education S.E.D., and Sherry Royce, of Lancaster, Pennsylvania for including me in this noteworthy six State Regional Program.

ADDITIONAL RESOURCES

MIDDLETOWN CITY SCHOOLS

These resources referred to in the Field Experience Report can be requested directly from Rose Marie Brown of the Middletown City School District.

1. Student Informational Forms
2. Program Informational Pamphlets
3. ABE Student Cumulative Folder
4. Instructor-Policy Guide Handbook
5. Instructor Handbook
6. Second Chance - an ABE news publication
7. London Procedure Adult Learning Problems Guide

OHIO

Visit to: Warren City Schools
1515 Girard Avenue
Warren, Ohio 44482

Visitation dates:
March 17-20, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitors:
Thomas R. Niles, Coordinator
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and

Joan Y. Leopold, Director ABE
Harrisburg State Hospital
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Harrisburg, PA 17105
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Host:
Scott Lehman, Coordinator
Warren City Schools
Phone: (216) 841-2381

ABSTRACT:

The Warren City Adult Basic Education program is closely ti[illegible] scope of educational services from Head Start to Senior Centers offe[illegible] the Warren City Schools. This program which serves over 1,000 students y[illegible] utilizes community resources for program planning, recruitment, retention, and advocacy.

The Exchange program to Warren is unique in that two adult educators visited at the same time providing a three-way dialogue. In the following field report, each offers us their perspective of the Warren City program. While Tom Niles details the ABE sheltered workshop program and life skills curriculum, Joan Leopold describes a meeting of the Advisory Council and highlights the interaction between the council and the program.

FIELD EXPERIENCE REPORT - WARREN CITY SCHOOLS, WARREN, OHIO

Thomas R. Niles

Introduction:

Strong administrative leadership, concerned and dedicated teachers, and linkages to community organizations are key elements in the Warren City Schools adult basic education program. The year-round program which serves a population of over 1,000 urban-suburban students receives the bulk of its financial support from ABE funds. Two thirds of the students attend daytime classes which requires use of other than public school facilities.

The most unique aspect of the Warren program is the integration of ABE instruction with the work program of the area sheltered-workshops. Participants are released from their work schedule to attend ABE instruction. Teachers of the sheltered workshop students from a "poverty motivation", exercized creativity and innovation in collecting and developing special study materials. They have incorporated these ideas into an impressive set of instructional booklets available for use by others.

ABE Program - Observations and Highlights:

A whirlwind visit to the Warren City Schools was interesting and highly productive. I was able to survey ABE programs, attend an Advisory Council meeting, discuss ideas with the director, his staff, and other school personnel, and visit a number os special programs with systems which related to "back-home" concerns.

ABE Centers

The Warren ABE Center was similar to the MAECOM Learning Center. While unpretentious in its basement location in an abandomed city-centered elementary school, the teachers were enthusiastic and generated a business-like urgency in helping their students learn basic skills through an individualized program.

Sheltered Workshop Program

In the sheltered workshop all clients spend a forty-five minute (one period) per day in ABE classes. Most activities are group oriented and practical since clients have limited ability to participate in self-directed study. Materials used were principally teacher developed from newspapers, magazines, old books, advertisements and a collage of special creations to create approaches to basic skills which incorporated high interest projects.

Sixty percent of the client participants have some mental retardation. All clients need an IHP (Individualized Habilitation Plan). Forty-five of the clients are dormatory students residing in special group type homes.

Student Activity Books

A set of student activity booklets for ABE students with corresponding teacher guidebooks have been developed, published and keyed to the five major adult competency areas of the Adult Performance Level Study by Warren ABE staff.

The student activity book relating to Occupational Knowledge, for example, includes subjects such as looking for a job, writing a resume, preparing for an interview and holding your job. The book on Health and Family Living includes immunization, eye and dental care, safety, first-aid, discipline, leisure time and recreation, food and nutrition. Subjects studied relate to the adult's needs in managing home and children. New vocabulary words inherent to the subject and of high difficulty level are identified for each subject area. Words such as diphtheria, immunization, pediatrician, symptoms, vaccine, are listed and learned in the study of "Immunization, Eye and Dental Care for Children".

Most ABE instructors would, in my opinion, find these booklets of help.

ABE Advisory Council

About twenty-five community representatives from several difficult human service organizations and agencies attended a daytime scheduled meeting. The agenda focused on problems relating to young adults and ways to meet their needs. Of particular concern, as reflected by the discussions, were the 16-18 year old youths, handicapped adults, and the functionally illiterate adult.

Some of the suggestions which were of interest to me are listed below:

- Package study materials which relate to interest test results.
- Establish a schedule for subject presentation (math, English, etc.) so students can select days of special interest to them.
- Exit interview students who withdraw from school to orient them to opportunities for continuing their education through adult programs.
- Team up older students and "graduates" with younger student for study purposes.
- Arrange for enrollment in regular high school classes for part-time adult students.
- Individualize study packets directly related to student entry level needs as assessed by an inventory of his basic skills.
- Describe academic and job skills which a student has developed in the form of a completion certificate, as a "non-diploma" credential.

Other Programs:

Occupational Laboratory

Warren City Schools provide an occupational laboratory program for tenth to twelfth grade students who are not academically oriented. The shop-type program includes instruction and practical applications in use of wood, metal fabricating, and metal working equipment. The shop also has a small foundry and a welding station.

Projects are contracted with area firms to manufacture certain products for them. Students earn points for each learning activity and their performance and time in production projects. Points are used as the basis for distributing profits at the end of the year.

The major contract at time of my visit involved the construction of truck caps (covers for open truck bodies). These were made by the students in the shop under instructors guidance and supervision for a local supplier. Truck caps were also sold directly by the students. At other times students have contracted to build buildings. The multi-skilled teachers ran the program for about fifteen students. It seemed to me a very good idea for positive inclusion in an alternative school program.

Senior Center

A new, impressive Senior Citizen Center includes a kitchen and feeding project, sound proof music and board room, a library, game room, a central stage which became the focal point of a theatre in the round when accordian type partitions are folded, offices and a gift shop. The gift shop was of particular interest since homemade products which seniors provide are sold by the senior sales clerks at relatively low prices. Twenty percent of the sales are contributed to the Center to help finance its operation.

In-School Alternative Program

The Warren City Schools operate an in-school alternative program for fifteen and sixteen year old, non-academically oriented students. One teacher provides all instruction and arranges in-school jobs for students as part of their learning experiences. Students are hired by the school district as aides.

Head Start Program

The availability of adequate levels of funding enables Warren City Schools to offer an excellent Head Start program. Results are impressive in terms of educational gains that children achieve. The program was of interest to me since MAECOM expects to soon become the adult education division of a county-wide educational services commission which provides a wide range of programs for participating Board of Education. Child-care and head start activities may be included.

Summary:

My exchange visit participation has proved valuable and extremely interesting. Scott Lehman and his assistant, Keith Edgar, were great hosts and all staff and community people I met were very friendly and cordial.

I picked up many good ideas for incorporation in our programs and feel the Exchange Program should be continued in years ahead and would suggest an Alumni meeting next year.

FIELD EXPERIENCE REPORT - WARREN CITY SCHOOLS, WARREN, OHIO

Joan Y. Leopold

Introduction:

The first communication that I received about the program that I would be visiting was that this program had the following outstanding features: the program had activities with the mentally retarded, with industry, senior citizens, community agencies, and rural populations. There was local funding in addition to regular ABE funds to supplement programming. There were special curriculum materials in community based adult education for the adult mentally handicapped and extensive community involvement through recruitment and a local advisory committee. My areas of interest were to obtain some materials and methods for use with the illiterate and low functioning adult, counseling techniques with the adult learner, and development of programs to meet the needs of special adult populations. I was very pleased to be able to meet these needs with some positive results, as well as, learn to implement within my program some of the outstanding features of the host's program. In addition, I was pleased to be able to spend some time with an adult educator from New Jersey who was visiting Ohio at the same time, and we were able to share some very worthwhile ideas.

Program:

I arrived in Warren, Ohio from Harrisburg on Wednesday, March 18, 1981. It was very cold and snowing, which I was to learn later was a common occurrence in Warren. They never close the schools in Warren when it snows unless they have twenty feet and that hasn't happened in some time. Scott Lehman had visited Harrisburg only one and a half months before. He was a participant in the annual Midwinter Conference. It was great seeing him again, and I was looking forward to visiting his program and sharing many ideas with him during my stay. When we arrived at his Center, I was introduced to Tom Niles, an adult educator from Monmouth, New Jersey, who was also visiting Scott. I was given an overview of the program, met a number of staff, and was given a schedule of events that would take place in the next two days. One of the outstanding features of Scott's program is an advisory group that meets once a year and is joined together for the cause of adult education. Scott was looking forward to this annual gathering and his enthusiasm made me anxious for the next morning to arrive. I was told that evening that there would be about thirty people in attendance. This advisory group is made up of people in industry, businesses, mental health centers and other agencies, teachers, school district officials, and counselors. The input from this meeting would be the framework for the program for the coming year.

The next morning did come very quickly, and I was picked up at the motel and taken to the Center for the annual meeting. One of the goals of the ABE program in Warren is to provide education for the senior citizens, handicapped, and the folks who want their GED. They have a project UNITE for the gifted children in their city and project REAL (Relevant Education for Adult Learners) for the adults. They have an ABE program at Residental Horizons which is a live-in facility for mentally retarded men. Scott was anxious for the Advisory Council to provide input into the following areas: the person who is the most illiterate, the sixteen to twenty-three year old pushouts, and the handicapped. Scott pointed out to qualify for the skills program, there is an intake process whereby the counselor finds out how the student arrived at this place. The success is usually due to a brochure that has been distributed throughout the town. The brochure is very complete and is a good tool for exciting interest in adult education. The teachers then complete the interview and find out what it is that students are after. They administer the WRAT or Nelson tests and gain a grade level. They usually begin with a math program. In the pre-employment training program, there is no adverse motivational problem because the student knows that they are going to be trained in a skill that will enable them to get a job when they are finished with the course. This program does not serve the mentally handicapped.

The youngster who leaves school in Warren is contacted by the ABE personnel via the school system. The school calls ABE and gives a history on the student. The county schools provide this, as well as the city schools. I was very impressed with this connection - it is so important for the interest on both sides. These dropouts are a very important part of the program. They have a questionnaire and the dropouts are asked questions that will help them boost their ABE program. One of the problems that ABE is faced with is why should a dropout love ABE after they have hated school for so many years. The answer could be that there is no pressure. They can smoke and have breaks and they work at their own level and speed. They are in fact treated like adults and that might be a key.

The advisory group talked about packaging programs which have courses geared to preparing them for jobs. A part-time student could develop skills and enroll in an education package to complete it and go to an employer with the skills and education that they have gained through ABE. A lot of discussion concerning this package was held. At the initial interview, a contract should be written so the dropouts knows where they are going and what is expected of them. One of the ways that the dropouts could be motivated to stay in the course is to have a twenty-one year old who dropped out at sixteen who had obviously "been there" come back and counsel the younger kids. They could be hooked up with certain businesses to help them become motivated.

There are many resources for the mentally retarded adults in Warren. It was announced that there was to be a workshop in another month to deal with counseling the handicapped. There is a blind sight saving club. Because of the variety of people in attendance at this meeting, a number of suggestions were aired. BVR and the Red Cross could be very important linkages. The local board on mental retardation has been very beneficial in providing clients for ABE. This advisory council is a perfect way to advertise the programs that are offered. The alternative adult high school for the manually oriented rather than the scholastically oriented is another option to the limited adult.

This meeting ended with a positive feeling. The members felt that ABE people would help them start programs in vital areas and the adult educators were pleased at the suggestions gained through discussions.

Following the meeting of the Advisory Committee, I visited the classes at the Learning Center in Warren. These classes are run by the Warren City Office of Assistance Program. At this site, I was able to spend some time with the teacher who has a unique way of preparing the students for the GED. She uses her own test which assists her in dealing with some of the weak spots that the students might have.

In the evening, I visited "Residential Horizons", a home for mentally retarded adult men. It was a very warm experience as the staff and residents at this facility seemed very close and had a mutual respect for one another. The fellows at this house were interested in where I was from and what my job was. They were very proud of their house and the work that they did in it. The next morning, I visited their workshop and was able to see them again and view the work that they completed at the workshop. I met a number of sensitive teachers who shared their materials with me. I was able to bring back many new and innovative ideas to my program at the hospital. I was able to share some of my program materials with the staff, and I heard all about their constant problem with industry in Warren. The workshop there is not able to get too many contracts because the union is very strong. The sharing and caring at the workshop showed me that Scott Lehman's program is truly a model one for the mentally retarded.

Conclusion:

How would I evaluate my experience in Warren? I guess you would say that it was an invaluable one. First of all, I waited until the last possible time to be able to complete the trip. At that time, I was exhausted from the Midwinter Conference, as well as, a number of projects that were about to be completed here at the hospital. It was a perfect time for me to get away from the bustling activity. The mood at the Warren Learning Center is such that immediately one felt right at home yet did not have the responsibility. It was great being involved and at the same time looking at the program from the outside. This was the most valuable part of the trip - to see how others run their programs and to see that your very own program is not that far off target. The three goals of my trip were met: 1) I obtained new materials for illiterates to use in my program, 2) I observed counseling techniques used in the adult education program in the Warren Schools, and 3) I was able to observe the residential horizon program to help me in the development of a new program for our special adult population.

I was able to pick up many new ideas and be able to implement them into my program. When relating experiences of projects back home and having the folks relate to it with excitement made me feel that I am in the right business.

At the same time there is a mutual admiration for the way adult educators operate. We are all out for the same reason to educate the least educated and to see that a human being can once again be a successful member of society by obtaining a job because they are educated. There is certainly a comraderie that is felt. To be able to visit another educator and brainstorm is a beautiful thing. I have gained so much from the experience and also a renewed feeling that I am doing a very positive thing.

OHIO

Visit to: Southeastern Ohio ABE Program
Scioto Valley Local Schools
P.O. Box 600
Piketon, Ohio 45661

Visitation dates:
October 6-10, 1980

FIELD EXPERIENCE REPORT prepared by:

Visitor: Sherry Royce, Director
Adult Education
Lancaster-Lebanon IU 13
Box 5026
Lancaster, PA 17601
Phone: (717) 569-8561

Host: Max W. Way, Director
Adult Basic Education
Phone: (614) 289-4033

ABSTRACT:

Mrs. Royce describes the Scioto Valley ABE program that operates twenty ABE learning centers and three homebound instruction units in eight counties of Southeastern Ohio. Her focus is on the delivery of homebound instruction to isolated rural adults through the use of trained paraprofessionals called technicians.

This report details the instructional delivery system, explores the unique characteristics of staff and students and provides information on the accountability of the program in terms of quantitative (cost-effective) results and qualitative (human growth) benefits.

FIELD EXPERIENCE REPORT - SOUTHEASTERN OHIO ABE PROGRAM

Introduction:

Extensive yet Inexpensive is the accountability being demanded of adult programs in today's hard-pressed educational market. Needs are expanding and dollars are shrinking. Only those adult program that prove themselves accountable will survive. Like the fiercely proud and independent inhabitants of Ohio's Appalachia region, both staff and participants in Southeastern Ohio's ABE program are survivors. Each year shows an increase in the quality and quantity of learning center and homebound services. They can teach us to do MORE for LESS!

Administered by Max Way, Assistant Superintendent of Scioto Valley Schools, the Southeastern Ohio program operated twenty ABE learning centers and three homebound instruction units in the eight counties of Ross, Pike, Jackson, Lawrence, Gallia, Meigs, Athens, and Hocking. The centers are located in libraries, community centers, high schools, mental health and sheltered workshop buildings, vo-techs, an academy, an armory, and on the campus of Ohio University at Athens. Instruction in the homebound program may take place in settings as diverse as a brand new trailer, a one-room log cabin, a converted school bus or the backseat of the homebound instructor's station wagon.

But whatever the setting, instruction is delivered..delivered for the most part by paraprofessionals (technicians) who are former program participants and GED graduates...delivered with the professional expertise that is the result of training and experience...delivered with the sensitivity and caring that comes from having been there yourself...delivered at an average per participant rate of 83¢ an hour...delivered with a success rate of 98 percent for program participants taking the General Education Development (GED) test.

The impact data from the 1979-80 year for the Southeastern Ohio ABE program speaks for itself. Slightly over 1400 adults were served of which 140 or ten percent passed the GED and gained their high school equivalency certificate. One hundred and one (101) students went on to additional education or training programs. These included university, technical school and formal skill training classes.

During a year of recession in an area normally classified as employment-limited, the program impact data related to employment and the resulting financial gains are most impressive. As a result of gaining employment, 41 students left public assistance rolls at a savings to Ohio taxpayers of approximately $145,000. As a result of experience gained in the program, 122 students obtained jobs and will earn more than $622,000 during the next year. Better-paying jobs or job advancement as a result of program experience were reported by 34 students, reflecting $48,000 in increased pay. Thus, the total dollars plugged back into the economy of Southeastern Ohio as a result of a one year ABE program costing taxpayers $178,000 was $815,000 or a net return of $637,000. An investment return of nearly 122% in a one year period is certainly a blue chip investment.

But the quantitative benefits to society as measured in dollars and cents, though impressive, are minimal in comparison to the qualitative benefits to individuals as measured in a renewed sense of accomplishment and worth resulting from their adult education experiences. For not only is instruction delivered and measured, but real learning takes place. And this learning is not limited to academics. It includes information and counseling in life skills; it enhances personal awareness and interpersonal relations; it is a shared learning that encompasses both pupil and instructor.

I know, because for one Indian summer week in October I traveled the highways and country lanes of Southeastern Ohio, nearly 600 miles in eight counties, with Max Way and his homebound instructor, observing adult basic education in action. My report will deal with people and with process for they are interrelated. It will focus on the delivery of services to the isolated rural adult, a problem and a mandate for adult educators. It will detail one solution to the ever present challenge of providing extensive yet inexpensive quality adult basic education - The Use of Trained Paraprofessionals.

THE PEOPLE AND THE PROGRAM

A. Participants-

Of the 1421 students enrolled in the Southeastern Ohio ABE program last year, 915 (64%) were women and 506 (36%) were men. Of these, 108 handicapped were served and 19 foreign born adults were enrolled in classes for persons of limited English speaking ability. Over 91 percent of the students were between the ages of 16 and 44.

With the exception of sheltered workshop classes, most of the students in the daytime program are women. Actually, they are mainly girls in their late teens and early twenties who have grown to an early and strong womanhood laden by the responsibilities of child-rearing in households where family and faith are more abundant than food. On a one-day trip into the hinterlands of Appalachia, I was introduced by Glenna Williams, the homebound instructor, to eight such women. I was able to observe in these eight homes as broad a spectrum of personal and program development as can be imagined.

One of the first visits was to Dolores O. to pick up her GED books. Dolores, her long brown hair falling straight to her waist emphasizing the fact that she was due to give birth within a matter of days, shyly welcomed us into her spotless, beautifully furnished trailer. She had taken the GED test the week before, anxious to complete it before she had her baby but concerned as to whether she would pass. Glenna assured her that the pre-test she had administered showed that Dolores would do very well indeed. After all, that pre-test was highly accurate. Ninety-eight percent of all students recommended to take the GED in this program passed. Besides, in Ohio, it would be only two weeks before Dolores would get her scores. Just the right timing for a double celebration!

Kim P. also lived in a trailer. Hers was at a crossroad, behind a general store with a gas pump out front. Kim lived with her grandmother, and was out of work now. She had just been laid off in one of the recent plant closings that are unfortunately symptomatic of the current economic situation in southeastern Ohio. Kim had been offered the chance of college training while she was employed but was unable to avail herself of the opportunity since she had dropped out of high school. Now that she had some time, she was going to spend it wisely she informed us. She had always been good at math and wanted to get into computers. A GED was the first step, and after that, who knows!

This was Glenna's first visit to Kim. The word had been put out that Kim wanted to see the homebound instructor, and someone had stopped Glenna's car on the road the week before and the initial interview was set up. Glenna had promised to arrive between ten and noon, and it was nearly twelve when we got there. When we arrived, Glenna took an interview form and a simple two page math test from the supply of materials she keeps in the back of her station wagon.

The whole visit took less than a half-hour. Most of the time was spent discussing Kim's hopes and plans, and explaining how the homebound program would work. We found out that in preparation for Glenna's first visit, Kim had boned up on her fractions the night before. She was expecting to take a math test, but was pleased when Glenna offered to leave it along with the interview sheet to be filled out without pressure and corrected at Glenna's next visit. When I looked into Kim's bright eager face, and heard her tell of cracking the books before class even started, I could see those computers in her future. To her, the loss of a job was not a defeat, but an opportunity to get started in a new direction.

I came home with a picture of Chrystal and her baby...at her insistence. I really wanted it, but it was an expensive present to give to a stranger, especially when you live in a converted school bus with a baby and its sixteen year old father. The picture shows Chrystal and the baby as she sees herself in her Sunday clothes against a brilliant sunset. But Chrystal seated on the bench of her school bus in faded denims with the autumn leaves behind her was every bit as beautiful. And though she frowned as she worked on simple sentences and explained that she hadn't had time for much studying this week, the expectation that next week would be different and better was there in her eyes.

Glenna was patient and encouraging. Along with the books, along with the baby clothes she picks up at yard sales, along with the candy she carries for the older children, Glenna brings hope. And hope unlocks the door to learning, and we were welcome in that home and in all the others.

B. Staff -

Glenna Williams is unique. But then so are all of Max Way's coordinators, teachers, technicians and aides. I found them to be expert at their jobs, enthusiastic about adult education, and caring about their students. I could not tell the technicians from the teachers without a scorecard. It didn't matter to me and apparently it did not concern them or the students they served. What came across strongest was a sense of family and faith, of camaraderie and commitment that characterize the participants, the staff, the region, and the person of their director, Max Way.

For every organization takes on the aura of its leadership, and Max Way has spent the better part of his life actively and effectively serving his community. His involvement, and that of his staff, goes beyond instruction to an active interest and often participation in the end product of education, a better life for the student. By their example, as much as by their teaching, they point the way.

Glenna is a perfect example of a displaced homemaker who made it. When her husband died, she turned to homebound instruction not only to supplement her income but to keep active. Now she is one of the most sought after persons in Pike County. Janet Babst began as a homebound instructor in 1970 under the Morehead University Appalachian project funded to Max Way's Scioto Valley Schools seven district ABE consortium. The mother of six children, Janet passed her GED with exceptionally high scores and was trained extensively for the homebound project. In the past ten years she has passed on this training to aides, teachers, university professors and visiting dignitaries from around the world. It is not unusual for her to get letters addressed to Dr. Janet Babst.

But perhaps the letter most highly prized, and most indicative of the real value of homebound instruction was written by a student in the early days of the project and is reproduced below:

May 22, 1970

To whom it may concern,

Recently I took part in an adult education
class. I had a home course. I had a teacher
that came around and we went over the
work that was given to me each week.

This teacher was a pleasant person to be
with. She treated you like you was just a
neighbor. By this she did not try to show
at anytime she was above you or below you.
She treated everybody equal. Many have
spoke of her favorably. I am a white
person, but I have spoken with the colored
people about her, and they say she is just
wonderful. I dont believe I could have
had a better teacher.

The books and workbooks that were loan
to me to use, helped me a great deal.
For I had been out of school for 13 years.
If I had had to buy these I would never
have been able to because I am on a
income. These books aroused my interest
in reading I read a great deal more now
then I did before. I even find myself
memorizing some of the things I
read. To my opinion my speech has
improved by this I mean I dont use
some of the poor english sayings I did
before.

I also thing that the treat that
was given to the small children
at home was a very nice thing
to do. I believe that to many people
forget small children. The Lord
says that they are as precious gems,
and mine are this to me. I thank
you again for thinking of little children.
In this letter I have stated some
things I liked about this program.
I am in favor of this program.

Sincerely yours,
Patsy Jennings

No price can be placed on the long term value of the homebound instruction received by women such as Patsy Jennings; but I would anticipate that it should make life better and perhaps easier for those small children she regards as precious gems. We can, however, calculate the cost of the delivery of homebound instruction by paraprofessionals. According to Max Way, the average cost per participant per hour is $1.81. This cost includes home study time plus contact hours and is based on salaries, fringe benefits, travel pay and a pro-rated cost of materials used in the program. Mr. Way states, "This is rather amazing since our first year's cost was about $1.90 per hour. However, our home instructors served only fifteen to eighteen person at that time. Today, Glenna will serve from 35 to 45 persons during the year".

But the cost factor is not the only reason for placing homebound instruction in the hands of such people as Glenna Williams and Janet Babst.

Most professionals can't cut it in the hill county. "The first year we tried the home visitation program with professionals. It bombed out. The professionals, mostly public school teachers, didn't have enough time to spend on the job, and besides, they scared the ABE clients," said Max Way in a 1970 interview. Since then paraprofessionals have been carefully selected and trained to do the job.

From my observations this October of the expertise of the Southeastern Ohio ABE staff of technicians, I would say that their selection and training process is to be admired and emulated. The following are their criteria for the selection of paraprofessionals to be trained as ABE technicians:

CRITERIA FOR SELECTION OF PARAPROFESSIONALS

(The following criteria should be used as guidelines; however, it is understood that no one person will meet all the selection criteria. Every effort should be made to select persons who will prove effective in the pursuit of their duties.)

The person employed for training and experience in Adult Basic Education should:

1. *be mature in judgment and actions.*
2. *if possible, be a native or familiar with the community and population to be served.*
3. *show average or above average intelligence.*
4. *be from a disadvantaged home background or have had experience in working with people from this environment.*
5. *be able to relate well with other people, both adults and children.*
6. *have a desire to help others.*
7. *be emotionally stable.*
8. *be familiar with the community structure.*
9. *be able to take direction.*
10. *be resourceful.*
11. *have a pleasing personality.*
12. *be able to easily meet and converse with others.*
13. *be familiar with the local school system structure.*

14. *if possible, be a former successful ABE student.*
15. *be in good health.*
16. *be neat and display good grooming.*
17. *be dependable and prompt.*
18. *display enthusiasm for this type of work.*
19. *have no apparent family problems.*
20. *be able to drive and have own automobile available if employed as a home instruction aide.*

Once the selection takes place, extensive pre-training and on-going staff development is necessary. The Scioto Valley School District has been responsible for staff development projects under Morehead Appalachian funds and then 309/310 funding since 1969. The resources are available to provide information to programs willing to commit to the premise that trained paraprofessionals can provide quality adult basic education services. I, for one, am ready to explore the possibilities in the backcountry of Lancaster County.

ADDITIONAL RESOURCES

SOUTHEASTERN OHIO ABE PROGRAM

These resources related to the homebound instructional program can be requested directly from Max Way of the Sciota Valley School District.

1. Job Description for Resource Teacher for ABE Home Instruction Technician
2. Job Description for ABE Learning Center Technician
3. A Model for Training ABE Technicians
4. Scope & Sequence Chart, ABE Materials pre-primer - 12th grade
5. Forms for ABE Impact Data Collection
6. ABE Student Achievement Record

PENNSYLVANIA

Visit to: Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16823

Visitation dates:
March 23-25, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Jean Lowe, Lead Teacher
Fairfax County ABE Program
7423 Camp Alger Avenue
Falls Church, Virginia 22042
Phone: (703) 698-0400

Host: Edie Gordon, Supervisor
Phone: (814) 359-3069

ABSTRACT:

The Pleasant Gap Development Center for Adults demonstrates the large range of services that can be developed to meet the adult education needs of a rural community. The Center and its outreach program offers coping skills to the elderly, individualized instruction to county jail inmates, employment readiness skills for the retarded, and personal development self-help modules to displaced homemakers as well as standard ABE/GED instruction.

Jean Lowe's brief but enthusiastic description should whet your appetite to find out more about this rural program and the curriculum and special services it has developed.

FIELD EXPERIENCE REPORT - PLEASANT GAP DEVELOPMENT CENTER FOR ADULTS

Introduction:

From March 23-25, 1981 I visited Edie Gordon and the Development Center for Adults in Pleasant Gap, Pennsylvania.

Pleasant Gap is a rural community in Centre County, Pennsylvania which is located near and influenced by the presence of Pennsylvania State University approximately ten miles away. Except for Corning Glass, there is little industry. However, there are several high-technology firms in the area. Despite the superficial difference in our programs as the result of size and location, there were many similarities in terms of student's learning needs and program delivery problems, and I can report that I learned a great deal from the exchange.

The strengths of the program as I observed it resulted from Edie's dynamic leadership and enthusiasm. It was a model for the use of 310 and CETA monies to fund the program, strong community linkage, rural delivery and outreach.

Delivery of Service:

Centre County offers both individualized learning center instruction and classroom, group instruction designed to meet a wide range of individual needs. Not only basic skills and GED preparation are offered, but coping skills for the elderly, employment readiness for the unemployed and remedial skills for the retarded are included. Instruction is also offered at the county jail on an individual basis for inmates.

Outreach:

One of the strengths of Centre County ABE is its superb outreach serving eleven hundred students at a total of eighteen sites. In addition to school based programs, special programs are located at a CETA work site, two Community Action Centers, Centre County Home (in cooperation with the Area Agency on Aging), and the jail. Similar programs are offered in Clearfield County through the Development Center and at a number of sites in rural areas.

In addition to making the program accessible geographically, the Center has linked up with other agencies which provide transportation and child care services. The program is offered both days and evenings for the the convenience of students.

Linkage:

Community linkage has traditionally been a vehicle for ABE programs to increase their visibility and effectiveness. This is a strategy which Centre County employs very effectively.

Already mentioned were contacts with the Area Agency on Aging which resulted in the county home classes and community action agencies which provided sites and publicity for the program. Another effective relationship has been the Mid-state Literacy Council. Rather than operating competing programs resulting in confusion for potential learners, the Literacy Council and Centre County work cooperatively to meet the needs of students on all levels. This goes a long way to meet the needs of the adult beginning reader.

Linkages with the Private Industry Council and CETA, of course, have provided the program with an employment orientation. Edie Gordon reports that as a result of this there is an improved rate of employment among those who have completed the ABE program.

In 1979-80, Project LINK, a demonstration model of linkages between ABE programs and community service agencies, gave added impetus to this important aspect of the Centre County program.

Funding and Special Grants:

Funding for ABE programs is a continual problem for administrators. Edie Gordon has made a substantial effort to make her program less dependent on ABE funds by applying for 310 project, CETA and Vocational Education grants for special projects. For example, Vocational Education funds supported Project REACH, Regional Efforts to Aid Centre County Homemakers. This project was designed to increase the self-confidence of displaced homemakers through self-help modules of instruction covering personal development, home management, decision making, educational and career exploration. Private Industry Council and CETA funded special employability workshops which provided not vocational training, but job-search skills for ABE clientele. This project is a model which can be readily adapted by other areas. Project COIGN furthered their efforts at staff development for career counselors locally and throughout the state. Such resourcefulness in obtaining special funding has clearly improved the versatility and breath of ABE program offerings.

Recruiting:

Word of mouth is the best advertising for this ABE program as it is in all successful ABE programs, but the Development Center has not neglected traditional forms of publicity, flyers, newspaper ads, and that all important linkage with other agencies and with public school counselors.

The payoff has been excellent in terms of the numbers of students enrolled in the program.

Conclusion:

The accessibility, visibility and flexibility of this well run program account for its considerable success. Strong program offerings and unique organization can be duplicated by other regions. I appreciated a chance to learn from this model program.

ADDITIONAL RESOURCES

PLEASANT GAP DEVELOPMENT CENTER FOR ADULTS

These resources related to the Pleasant Gap program can be requested directly from Edie Gordon of the Development Center for Adults.

1. Employability Skills Workshop Packet
   Special Section 310 Project, Tina M. Tabler, Project Director

   A booklet designed to help ABE/GED teachers in faciliating an employability workshop.

2. English Grammar Workbook

   Excellent, self-contained, self-explanatory workbook.

PENNSYLVANIA

Visit to: Harrisburg State Hospital
Education Department, Pouch A
Harrisburg, Pennsylvania 17105

Visitation dates:
February 3-6, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Scott Lehman, Coordinator
Warren City Schools
P.O. Box 391
Warren, Ohio 44482
Phone: (216) 841-2381

Host: Joan Y. Leopold, Director ABE
Phone: (717) 787-9561

ABSTRACT:

Scott Lehman's experience as host to Thomas Niles of New Jersey and Joan Leopold of Pennsylvania plus his exposure to Pennsylvania's Adult Education Midwinter Conference as part of his exchange visit led him to speculate on future roles for adult education leadership in the 1980's. The theme of Pennsylvania's Midwinter Conference was Adult Education in the 80's, A Time for Action. Lehman states the view that local program success is due to dynamic leadership, that hard times are upon us, and that our leadership can and will rise to the challenge. He points out educational and social trends that will impact on our future and suggests that we take a good hard look at our goals and priorities in light of present realities.

FIELD EXPERIENCE REPORT - HARRISBURG STATE HOSPITAL

Observations:

The quality of work that has been generated by most local ABE programs is never more evident than when it is displayed in local, regional, state or national workshops. The Midwinter Conference of Pennsylvania State Adult Educators served as the focal point for my visitation. The conference was extremely well organized, interesting in content and the sessions I attended were worthwhile.

Nevertheless, I will spend most of the time in this report dealing with the major issue at hand, that is the future survival of Adult Basic Education.

We do not pause to think about the great effort that goes into projects such as those done with 310 monies, local staff development and most of all, the successful local program. The key to these successes are the leaders who organize their staff and design the framework. I had the pleasure of being host to both Joan Leopold and Tom Niles during their visit to Warren. They, along with many others, are our leaders for the 80's. It is easy to see why they were chosen as host/visitors from their respective states. Each possess that "spark" of leadership that recognizes ideas and can instantly transform them into a reality within their own ongoing experience. Both Tom and Joan know how to interact with people, they can relate well to all staff and community leaders and know precisely what questions to ask in any given situation. They are the kind of people with whom you never quite spend enough time. As you can see, I really liked them both and look forward to any furture contacts that might be generated.

Joan and Tom will be survivors in the tough years ahead. They know how to secure resources for their clients sake and they are not afraid to take risks. At the same time, they both are "team players". I sensed this about Joan in my visit to Pennsylvania. Each of her staff has the utmost respect for her judgement and yet there exists a rapport. That signifys a real team approach prevails in her program. This is what it will take to survive the 80's.

Conclusions:

Here are a few points I think we all need to consider as we view our programs in the next few years. As long as we keep showing the results of our efforts to legislators, we need to have very little fear that funds will be cut off. I am more concerned about the increased apathy of the general adult population that needs our help. Although our "numbers" are continuing to grow, I have found that much of this is due to meeting the needs of "newer" populations such as "handicapped". How great has the growth actually been amongst the hard core unemployed and disadvantaged? They are the ones whose spirit and will has been turned off. We need to help them find some better answers. ABE can help erase a barrier which has been placed before them. It can be done working in concert with training schools, workfare programs and other community agencies to present a united effort to break the shackles of poverty. I call this effort, "Adult Basic Bridge Building".

Another concern I have for the future is that we direct our efforts toward more quality, even if it means less quantity. We need to do a better job with those who really want our services. This means concentrated efforts toward specific goals. Too often we have been guilty of playing a "numbers game" without regard to the specific effect we have on individuals. Effective local follow-up activities can help us learn more about the kind of job we are doing.

Our teachers need to assume more of a counseling role as part of their regular duties. I sense that we are becoming a little less "humanitarian" in our approach and we must fight this tendency in every possible way.

Another direction we need to be alert to in the 80's is the move away from public education toward private schooling. It will surely effect our programs. We must co-exist with private adult education interests and at the same time assume the lead. Local advisory councils with wide ranging representation can be a meaningful vehicle at this end. We will need to seek a greater amount of our resources at the local and regional level. We have to show new audiences the value of our programs.

Sometimes it seems that we have more new ideas than we have time, money and even clients. I think we should settle in on the most meaningful of these ideas and do a good well planned job of implementation. Adult educators seem to have more energy than others in our professions, yet it often seems like we are dogs chasing our own tails. Perhaps now is a good time to step back and look at what has been done in the past fifteen years. Select those approaches that have the most significance and operate from that basis.

The name of the game for the future in adult education is cooperation and quality control. We will need to work with all kinds of groups and within our frameworks, decide what needs can reasonably and realistically be met. It is well to keep in mind that sometimes you have to step back a few feet so that in the long run you can gain many more unchartered miles.

VIRGINIA

Visit to: Caroline County ABE Program
P.O. Box 351
Bowling Green, Virginia 22427

Visitation dates:
March 23-27, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Gerald L. Valeri
Federal Program Coordinator
Altoona Area School District
Fifth Avenue & Fifteenth Street
Altoona, PA 16603
Phone: (814) 946-8246

Host: Herbert H. Golden,
Program Director
Phone: (804) 633-5088

ABSTRACT:

The problems and challenges of providing adult education programming in a small rural community with no major industry and no public transportation are examined in Gerald Valeri's field experience report on adult education in Caroline County. In such a location, adult basic education and GED courses are deeply embedded in a community approach to adult learning, with courses ranging from Beginning Guitar to General Law to ABE. As Valeri's report points out, the purpose of adult education in Caroline County is to provide educational opportunities for all, whether the course is one for fun or realization or serious study for academic improvement.

FIELD EXPERIENCE REPORT - Caroline County ABE Program

Introduction:

The Caroline County Adult Education program is located in Bowling Green, Virginia. Bowling Green is a small rural community that is approximately forty miles north of Richmond and forty miles south of Fredericksburg. It must be noted that Caroline County is entirely rural and no major industry is located in the community. Farming and farm related occupations are the primary local employers. Those who seek jobs in the manufacturing industries travel to Fredericksburg or Richmond. In addition, other than what the schools provide, there is no public transportation in the county. This and the size of the county limits participation in the program.

The goals of the program as stated by Mr. Herbert H. Golden, Program Director, are as follows:

1. Train students to pass the high school equivalency examination.
2. Train students in basic skills in Adult Basic Education so they can cope with demands of society.
3. Train and retrain adults in a general adult education.

The program offered in Caroline County would be similar to that offered in a comprehensive high school, a high school in a rural setting, that does not have access to a vocational training school. In essence, the Caroline County schools have a strong vocational program in the regular school program. Therefore, the school is the focal point for community activities. The second strongest community involvement would be the church and/or church related activities.

Observations:

Adult education in Caroline County took full advantage of the facilities available in the community. I observed typical ABE/GED classes and noted no difference from rural programs in small town Pennsylvania. Class instruction was conducted via the individualized approach and the small group instructional setting.

The unique aspect of this program was the course offerings for adults in other than basic skills (ABE/GED). In fact, the main thrust of the program was on community involvement. The superintendent of schools put it best when he stated, "adult education has as its basic objective the needs and interests of the people in the Caroline County. Its purpose is to provide educational opportunities for all, whether the course is one for fun or realization or serious study for academic improvement. The Caroline County Public Schools has committed itself to offering programs to the citizens based on the interest of the people and the school's ability to provide the program".

With the above in mind, adult education programs were developed that provided opportunities for the citizens of Caroline County to continue their learning. Continued learning was in areas of academic, vocational, avocational, cultural, and social endeavors. The following is a listing of courses other than ABE/GED that were being offered during my visitation:

1. Auto Mechanics
2. Body Conditioning
3. Bookkeeping
4. Cake Decorating
5. Ceramics
6. Cosmetology
7. Flower Arranging
8. Furniture Repair & Refinishing
9. General Law
10. Home Horticulture
11. Beginning Piano
12. Vocational Sewing
13. Needlepoint
14. Photography
15. Advanced Sewing
16. Beginning Sewing
17. Small Engine Repair
18. Typing I
19. Typing II
20. Upholstery
21. Weight Lifting
22. Welding
23. Beginning Guitar
24. Young Farmers
25. Aerobics

It may be noted that the course offerings were dependent upon enrollment in the particular class. Additionally, a fee was charged to participants for other than ABE classes. The fee covered the cost of materials, supplies, rental, and the instructors salaries. The community involvement in this program covered all socio-economic levels of the county. In fact, this particular component is highlighted regularly in the local paper. The program is such that going back to school is an accepted way of life in the community. The number of adults enrolled in the program are as follows:

23 - ABE classes
37 - GED classes
267 - Special Interest classes

327 - Total number of adults enrolled

Recruitment for these programs takes place via the schools, churches, free newspaper articles, free radio announcements, and handbills that are distributed via local business and employers.

Conclusion:

The goal of the program was to allow the visitor and host an opportunity to freely exchange ideas and program materials. Additionally, discussion relating to all education and its ramifications for the adult learner occurred.

My own reflections on the visit are utlra positive. I was given the opportunity to observe a rural approach to adult education. Rural outreach is one of the goals in the Pennsylvania State Plan and the Altoona Center has/is establishing programs in small rural communities throughout a four county area. The insights and information I received while visiting Caroline County will certainly assist our program in achieving these goals.

I was totally impressed with the overall program in the schools of Caroline County. I did not confine my visitation to adult education alone. Because I am the federal coordinator for all projects in the Altoona Area School District, I sought out and observed other relevant components of the Caroline County Schools. I noted many similarities between the programs here and those at home.

In particular, I would like to cite the following components:

1. The adult education interest courses offered at the high school were excellent. I noted enthusiastic teachers and adult students. Reasons for the adults attending were social, educational, and employment related. The interest courses will definitely be an idea that will be carried back to Altoona for implementation.
2. The ABE (Adult Basic Education) classes at the high school and at the Mt. Zion Church were particularly noteworthy because these adults have the most to gain. I heard comments from members of the class that were definitely a side benefit, not planned for in the original skills program. They were:
   a. I can finally read the Bible.
   b. I can read stories to my little ones.
   c. I can help my children with their school work.

   What I felt but didn't hear, only because it was unspoken, was I'm proud of my accomplishments. My family is proud of me, I can learn.
3. The GED (General Educational Development) preparation classes were also outstanding in the fact that the adults, many whom travel

a great distance, displayed an enthusiasm for learning and, in fact, were learning, as evidenced by the number who obtained their high school diploma each year. This enthusiasm has to be a result of good teaching and a well planned program. The adults in the class at the high school and the Mt. Zion Church in Dawn, Virginia, relayed many of the same comments as the adults in the ABE component. They are justifiably proud of their learning and expressed gratitude to the Caroline County school system for providing this second chance at an education.

4. The overall appearance of the schools and the maximum utilization to which these facilities are used is for the benefit of the communities.
5. The frugal and judicious use of the program funds. In fact, Mr. Golden is getting maximum output for minimum amounts of money. This program certainly gets a long mile of service for each dollar invested.

In conclusion, I would have to commend the School Board; Superintendent of Schools; Mr. Robert E. Williams, Adult Education Coordinator; Mr. Herbert Golden; Instructors for the classes; and in particular, the residents of Caroline County who are participants in the program. Without the positive support of all of the above, the program could not operate as well as it does.

Personally, I am glad the opportunities to make this visitation were provided. My personal professional growth has been enhanced by what I have observed. The Altoona program will definitely initiate some changes in the coming year, and I can state that many of the Bowling Green success elements will be implemented in our program.

VIRGINIA

Visit to: Virginia Adult Learning Center
1322-24 West Main Street
Richmond, Virginia 23284

Visitation dates:
January 26-30, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: J. Harold Sahm, Director
Adult Education Resource Center
Glassboro, New Jersey 08028
Phone: (609) 445-7132

Host: Donna H. Brant, Coordinator
Adult Learning Center
Phone: (804) 257-1141

ABSTRACT:

The Virginia Department of Education staff and Virginia Commonwealth University Learning Center administrators treated Mr. Sahm to a comprehensive view of adult education activities in Southeastern Virginia. He visited eight programs, the state office, a 310 project, an adult education graduate class and participated in an inservice activity for adult education teachers and in Virginia's adult education research committee.

In this report, Mr. Sahm provides us with his individual perceptions of a five day whirlwind tour from the vantage point of a New Jersey director of an adult education resource center. His observations run the gamut from color-coded time cards and books to advanced development planning that could utilize the services of reference librarians for basic skills instruction. Much emphasis is placed on 310 projects, staff development and administrative concerns.

FIELD EXPERIENCE REPORT - VIRGINIA ADULT LEARNING CENTER

Introduction:

Originally, I was scheduled to visit one of the two learning centers at Virginia Commonwealth University in Richmond. However, with the cooperation of my host, Donna Brant, I was able to have a much more diversified visit.

Besides having the possible exposure to several learning centers, I wanted to participate in a local inservice. Mrs. Brant worked with Lennox McLendon, a regional supervisor of adult education of the Virginia Department of Education, to develop a comprehensive schedule for me. She also extended her personal "Southern Hospitality" by opening her home to me during my stay.

Programs:

The Virginia Commonwealth University's Learning Center I visited was off-campus in a spacious, two-story home. Half of the first floor was occupied with twenty study carrels for individualized study; the other half had a registration-reception area, printing material retrieval area and two small classrooms. With only half of the upstairs, they utilized the space for two small classrooms and the director's office.

This learning center had standard refurbishing - paneling, acoustic ceiling tiles, linoleum floors, deluxe room dividers, long tables and desks with tablet arms. However, it was warm and comfortable - a place where you would want to come to study.

One of the first things that struck me as different or out of place in this home-like setting was a time clock. However, I learned that all the major adult education programs had time clocks and expected their students to clock in and out. The rationale wasn't to document the student's time for pay purposes, but rather to acclimate the students to the world of work where their punctuality will be demanded.

Another revelation was the limited budget. Fifty percent of the budget is supported by federal ABE monies; the remainder is supplied by the Virginia Learning Center. With this money, a fulltime coordinator is paid for as well as seven parttime teachers. Because these parttime teachers are also graduate students, they are only paid minimum wage. The Center also utilizes students as trained volunteer tutors.

Most of the graduate students had teaching experience and provided more than adequate leadership in the classroom. However, as with all volunteers a great deal of Mrs. Brant's effort must be spent on staff development and linkage effective Learning Center operation.

Although none of the students were paid to attend, they could receive CETA or WIN money for childcare expenses. Motivation for students to attend this program because of its connection with the University was apparent, as it is in other states. Student's time cards were color coded as well all the books in the Learning Center. I liked the color coding for the books which eliminates for each new teacher the need to do readabilities on all the recreational reading materials as well as textbooks.

The program was individualized, in the best sense of the term. People worked independently in the study carrels with technical assistance from the teacher and in small groups on instruction that had not been mastered. The students, however, were not completely responsible for their learning; there was still a teacher-centered emphasis, i.e., everyone is working on a curriculum continuum but start at different places and work at different rates.

The Learning Center services almost eight hundred people a year which makes them one of the most cost-effective programs I have ever seen. Their link with the University probably explains their higher level of concern with the dynamics of reading, learning disabilities and counseling, as compared to other programs I observed.

Another topic of interest was the recruitment effort of the Learning Center. They are advertised in the college brochure, through a special promotional handout and by a slide-tape presentation. The slide-tape is honest, down home and professionally done. The presentation utilized their students' own comments on the tape. Their method of gathering this input was to take a group of students to a sound studio, ask them a series of ten questions, and splice selected answers into the final tape.

After visiting the Learning Center, I started a whirlwind tour of southeastern Virginia with Lennox McLendon, Regional Supervisor of the State Department of Education. Points of interest on the tour are:

DIAL PROGRAMS

Virginia has invested 310 money into DIAL programs, a central number where students can call to work on instructional tapes. The strengths of the program are that it allows students to learn at home, the program is available during a greater period of hours and saves transportation costs. The weaknesses are it allows people to learn in only one modality, it doesn't meet social needs, its equipment is not sophisticated enough to allow material to be repeated or to summon the technician and it is not cost effective to have a counselor on duty all the time. Virginia is working on improving the model in future 310's.

STATEWIDE NEWSLETTER

Virginia also invests 310 money in a statewide newsletter. State Director, William Moore, has a column in this twelve to sixteen page periodical which updates people on training opportunities and innovative practices. A good investment that draws adult educators closer together by sharing information.

PLANTER'S PEANUTS EMPLOYEE TRAINING PROGRAM

Another 309/310 project which was very successful is the Planter's Peanuts Employee Training Program. A truly cooperative program, the Employee's Union selects forty people who are in greatest need of instruction; Planter's Peanut Company converted one-third of their cafeteria into a beautiful well-equipped center and pays the employees two hours of wages for at least four hours of attendance in the learning center per week; and the Suffolk City Schools use part of their ABE endowment to pay for teacher's salaries and materials.

The Planter's Center utilizes the experiences and job awareness of individuals to develop a personal curriculum. They have developed their own materials with the language master and are integrating industrial terminology and the type of mathematics required on the job into the student's instruction. A manual for cooperative efforts between ABE and industry has also be developed.

INSERVICE

The inservice that I observed was a small informal one for the teachers of Eastern Shore Community College who teach at six satellite centers. They stressed the "three R's" of their program - recruitment, retention, and resources. After brainstorming on methods of recruitment and why students drop out, they broke into two smaller groups.

I chose to participate in a "Teaching Students to Write" session. The points made by the teacher conducting the session were:

1. Demonstrate grammar usage by pointing out student errors.
2. Have students create their own stories.
3. Use modeling as a technique.
4. Do not use pictures as stimuli.
5. Do not use peer correction of writing.
6. Write comments on the student's writing but not a grade.
7. Use a tape recorder to record the student's story.
8. People want to write only because they want to write.

I am afraid I became a "Damn Yankee" that evening because I did not agree with some of the points in teaching writing. Although the inservice was not as action-oriented or "packaged to be practiced" as it could have been, I did feel that information was provided and that the evening was rejuvenating, which should be the "bottom line" for any training. As a group, they also endorsed the ABE conference run by the State Department of Education.

SUMMER ADULT EDUCATION CONFERENCE

The State Department had held a Summer Adult Education Conference in Norfolk in August, 1980 to disseminate 310 project activities. Billed as the largest ABE gathering in Virginia with three hundred ninety participants, the four day event also had workshop sessions on instructional and material concerns.

The State Department followed that up with an Adult Learning Center Coordinators/310 Project Directors Conference in Virginia Beach in October 1980 and are planning their biggest effort yet in August, 1981, entitled "Project SAIL", a Summer Adult Institute and Lyceum. They envision a seven day conference for two graduate credits in Virginia Beach. Only the prospect of serious budget cuts could infringe on the high expectations for this venture.

ADULT BASIC EDUCATION: CURRICULUM AND RESOURCE GUIDE

The Virginia State Department of Education recognizes that adult educators gather a lot of useful information and experiences but that it is not easily accessable to new adult education personnel. With that in mind, they developed an ABE program planner's notebook and printed Adult Basic Education: Curriculum and Resource Guide.

The ABE program planner's notebook is designed to be used in a loose-leaf binder so materials can be added and deleted. The sections completed include staff development, recruitment, library as a community resource, and student enrollment and placement. Most of the information is written clearly and simply and reflects practicality. The Curriculum and Resource Guide is a 1977 edition and does not include the newer adult-oriented materials. Every skill listed in the curriculum was matched with appropriate materials.

LEARNING CENTERS

In reviewing different learning centers, it became apparent thaty used the same material and that there was a "high school mentality" towards program organization and operation. Perhaps that should be expected; people were high school teachers and administrators and as programs get bigger the adult education staff falls back on experiences and the orientation that they have.

Obviously, this is not only happening in Virginia. After my Host Visit, I went to some of New Jersey's urban centers that I never had visited and realized the same things were happening here. Testing procedures and the use of counseling time could be questioned also, in urban adult learning centers in both states.

In New Jersey, we support our local adult education programs with an almost fifty-fifty match of federal ABE and state HSE monies so there is an integration of free services. Since Virginia has a limited state match, they are forced to make a student pay for his adult education program if he scores above 8.0 on the TABE test.

Virginia gives each ABE program an allocation at the beginning of the fiscal year but actually forwards the funding at the end of the fiscal year after they receive fiscal reports and receipts. The formula used in deciding allocations is simple - fifty percent of the money is divided by whom a potential program could serve and fifty percent of the money is divided by what percentage of the people served statewide the previous year the program served.

Some programs like Portsmouth have a strong link with CETA. There is an excellent integration of CETA programs into the total program at the Learning Center in Norfolk.

A graduate school class was meeting at the Learning Center at Virginia College University one evening that I visited there and I was impressed with the clearly stated, practical dialogue that was taking place about adult learning and the dynamics of adult education programs.

ADULT RESEARCH COORDINATING COMMITTEE

Virginia has created an Adult Research Coordinating Committee which is exploring what factors make a successful ABE program. The committee is composed of a regional supervisor of adult education, two learning center coordinators, an university professor of reading and an university statistics professor.

SPARE TIME EDUCATION

A topic still in the thinking stages is Spare Time Education which would utilize the services of reference librarians for basic skills instruction as well as all continuing education needs. Perhaps promotion will be the focus of this concept.

Conclusions:

The philosophy on training in Virginia Centers is on the teacher. The State Department of Education uses both a program inventory and a staff questionnaire in its assessment of teacher needs. After needs are identified the Virginia Department of Education offers alternatives for meeting those needs through workshops. However, there is no real pressure for teachers to choose any particular style or materials.

In New Jersey, money to support the director's salary comes from the state which gives the state more leverage on program operations and greater expectations for improvement and the implementation of new concepts. The smaller geographical area allows directors to network in New Jersey while that does not happen as much in Virginia (the state director has had to fly to areas to avoid overnight stays).

I was pleased with my visit in Virginia; I was forced to rethink some of my beliefs, I gained new information and experiences and hopefully, I made a few new friends. I would also recommend the continuation of a project like the Adult Educators Exchange Program because of the potential for real professional growth.

VIRGINIA

Visit to:	Fairfax County ABE Program 7423 Camp Alger Avenue Falls Church, Virginia 22042	Visitation dates: March 18-20, 1981 May 20-22, 1981

FIELD EXPERIENCE REPORT prepared by:

Visitor: Rose Marie Brown, Coordinator
Adult Education
Middletown City Schools
1515 Girard Avenue
Middletown, Ohio 45042
Phone: (513) 423-0781

and

Edie Gordon, Supervisor
Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16823
Phone: (814) 359-3069

Host: Jean Lowe, Lead Teacher
Adult Basic Education
Phone: (703) 698-0400

ABSTRACT:

Fairfax County provides a mecca for adult education with nearly 40,000 students enrolled in a comprehensive adult education program and a commitment to adult education evident in the statement by Dr. David Sawyer, Assistant Superintendent, Adult and Community Education, "If it can't be done (educationally) in Fairfax County, it probably can't be done".

Rose Marie Brown probed every area of Fairfax's extensive ABE/GED/ESL program, with special attention to their volunteer learning program. Edie Gordon adds additional details about the development of the volunteer program and its training methods. Given the monetary constraints under which adult education suffers, this report is must reading.

FIELD EXPERIENCE REPORT - FAIRFAX COUNTY ABE PROGRAM

Rose Marie Brown

Introduction:

People make strong ABE programs! I didn't have to travel all the way from Ohio to Virginia to make that discovery, but I certainly reaffirmed what I have always believed to be true. People do make strong ABE programs.

Meeting the Needs:

While school districts across the nation are suffering from declining enrollment, Fairfax County, Virginia, one of the largest districts in the United States, is bursting at the seams. Its close proximity to Washington, DC, is the primary explanation for its growth. The socio-economic level of the population living in Fairfax County is one reason for a tremendously high cost of living, especially in real estate.

Its unique make-up offers a natural habitat for a comprehensive Adult Education program and the Board of Education and administration have made a total commitment to serving the people of the community. Its programming includes every aspect of adult education including more than 1,000 classes in approximately 500 different subject areas. Nearly 40,000 students will have participated in adult education activities. For example, more than 14,000 will have registered for home economics, related classes and business and office education classes. Nearly 3,000 students will have been enrolled in consumer repair and office education vocational classes.

Besides Adult Basic Education, General Education Development adults have the option of taking high school credit classes in required subjects in order to earn a high school diploma. Day and evening classes are offered to adults seeking this route. Under the able guidance of Susan Klein, lead teacher, a competency based external high school diploma program was being developed to offer another educational alternative.

The first person I had the opportunity to speak with regarding general adult education in Fairfax County was Dr. David Sawyer, Assistant Superintendent, Adult and Community Education. He stated the, and I believe him now, "if if can't be done (educationally) in Fairfax County, it probably can't be done".

As a coordinator for all areas of adult education in Middletown, I welcomed the opportunity to discuss all aspects fo the Fairfax experience with the individuals who have built this successful program. Just to cite one example of Fairfax's person-power, they have employed twenty subject coordinators who work part time to organize, recruit teachers and students, set up curriculum, and handle the hundreds of details necessary to complete in order to create a thriving community and vocational program. One coordinator handles only the food classes while another works to arrange for the sewing classes. Presently, Middletown has only three consultants in the areas of business and office education, distributive education, and home economics. Surely expanding this idea which Fairfax has so effectively used, is a cost effective method to implement as a program begins to flourish.

Programs, including ABE, are advertised in a gigantic newsprint brochure. It is unusual not only because of its volume, but also because it advertises parks and recreation department programs and classes. Judging from my limited knowledge of adult education programs across the nation, this is a feat in itself.

Differences Between Programs Recognized:

Adult Basic Education in Fairfax, Virginia has a different definition than in Middletown, Ohio. In Fairfax, students with below a third or fourth grade reading level are assisted primarily by the Literary Volunteers of Virginia. Students above this level are encouraged to attend learning laboratories where strong individualized instruction and careful prescriptive work are the keys to the program's success. Students who achieve a level to prepare for the GED can remain in the learning lab situation (ABE) or take an in-depth structured GED preparation class where tuition is charged. In Middletown, all students who test below the eighth grade level are encouraged to attend ABE individualized learning labs where they remain until their goal of passing the GED test is ultimately achieved or they reach their desired level of competency. They may enter as non-readers of intermediate, and twenty percent may be above the eighth grade level at their entrance.

English as a Second Language students are integrated into the regular ABE program in Middletown or separate classes are offered if the need exists. In Fairfax, the need for ESL is colossal and one lead teacher, Helen Prange, coordinates this program. Foreign born students gravitate to the Washington, D.C., area "because it is the capitol", which has necissitated a multi-level program with over 3,000 students.

Ideas Flow:

One innovative idea which could be duplicated in other ABE programs is the Fairfax County's pre-GED testing. Adults can take a simulated GED test for a nominal fee to find out where they need to brush up on skills or if they are ready to take the actual high school equivalency test. If the student is not prepared for the test, they can be encouraged to enter a learning lab or refresher counseling course. This provides an extremely useful tool for students who aren't sure of their strengths and weaknesses.

Learning Labs:

Learning laboratories located strategically throughout Fairfax County serve over 1,000 ABE students. Centers are located in school buildings, community centers and other public facilities. Each laboratory boasts a wide variety of materials and equipment so individual prescriptions can be prepared to meet student's needs.

The atmosphere of the classes I visited proved warm, friendly, and professional. Sensitive, caring teachers provided the essential ingredient. The teachers' concern for their students' individual educational needs reinforced the philosophy that ABE teachers must also be counselors.

The glue, the person holding all the aprts of the ABE program together, was a very special lady, Jean Lowe. She typifies what Adult Basic Education coordination should be by her dedication, sensitivity and expertise. Her willingness to improve the program, critically look at it, and acknowledge its strengths provide the right combination of quality leadership. She frequently holds staff development meetings, visits programs, stays aware of new materials and totally supports her teaching staff. I had the pleasure of attending and participating in a teacher's meeting and the rapport between staff and administrator was superb. They respect her; she respects them. An observer can hear the flow of ideas develop between Jean and her staff and she has trained them well to be professionals.

Support System:

Jean's enthusiasm for her job can grow and prosper because she is backed by a strong support system. Her immediate supervisor is Ken Plum. Although he has the responsibility for total adult education, he shows a commendable dedication to help the uneducated adults in the community he serves. ABE, thanks to Ken's belief in the program, is supported strongly with local dollars. A portion of the money generated from general adult education programs is slotted into the ABE and ESL program.

Volunteer Learning Program - Super Success:

The Volunteer Learning program was established to help those people who are unable or unwilling to attend an ABE class. The word "volunteer" applies both to the students and their tutors in this program.

Students are referred by many agencies, however, the potential learner must make an appointment to be tested. The responsibility for his or her learning rests with the learner which the Fairfax staff feels attributes to the success of the program. Over thirty-five percent of all referrals are from the court. Tutors who are not assigned to a learner often assist in the learning laboratories.

According to a publication explaining the tutoring program: "Each person applying to have a tutor is interviewed to determine a beginning instructional level in reading, math, English and spelling. Appropriate materilas are prescribed and sent to the tutor, who agrees to meet the learner twice a week at a mutually convenient library. While the tutor is primarily responsible for the learning process, tutors are encouraged to call the VLP coordinator to report progress and problems and request additional materials. Tutors are remarkably resourceful people, who delight in the successes of their learners but accept frustrations, knowing that some failures are inevitable given the problems of the population that VLP serves".

A strong training program, carefully prepared and executed, provides the first key to success in this volunteer program which has solicited the assistance of over 150 volunteers to work with individual adult students. Potential volunteers must attend comprehensive training sessions which prepare them to tutor adults, many of whom are preparing to take the GED. Students and volunteers usually make arrangements to meet at the local library for their training session.

The second, and most important component of the success of this volunteer program is Martha Poling. When inquiring as to the reason why this program has obviously succeeded where so many others have failed, it became apparent that one capable person was in charge of all the volunteers and that was her main responsibility. She tested potential tutorees, selected materials for the tutor, made the "match", and followed up on the progress of the pairing. Most crucial to the success of this project, she is always available for consultation with tutors. Support from the ABE program is also evident. While I was there, Jean Lowe, ABE lead teacher, and Susan Klein, high school diploma lead teacher, both assisted with a training session attended by at least twelve promising tutors. The VLP holds implications for the future which could prove invaluable with program costs soaring and the prospect of additional funding relatively gloomy. To say the least, I can't think of a better method of preparation to serve the needs of under educated adults than to design and implement a program similar to the Fairfax model.

Conclusions:

The staff of the Fairfax program made me feel welcome from the moment I arrived. Jean Lowe should be commended for scheduling my time with activities which proved worthwhile. She opened her home to me for two lovely dinners, arranged transportation, lodging, accomplishing all this while suffering from an extremely uncomfortable and painful illness. Knowing my interest in all phases of adult education, she thoughtfully allowed time to visit other components of the program and scheduled meetings with administrators of program segments other than ABE. All of her co-workers were candid and willing to share their ideas and methods.

One fringe benefit of this exchange program should not be overlooked. My exchange visitor from Greece, New York, Bob Holtz, did a super job of buoying up the staff members during his visit to Middletown. He observed what they were doing well and didn't hesitate to commend them for their work. When I visited Fairfax County, I hope I was successful in conveying to the individuals with whom I came in contact that their program was exceptional and one of which they should be proud.

So often we get stuck in our own nook and no one "sees" what we are doing. When an "out of towner" visits, it means so much more, especially to the people with whom we work who are not directly involved with adult education. The regular adult education staff also needs reassurance and their share of "M and M's". This exchange program certainly provided a needed lift for everyone, the host and the visitor.

ADDITIONAL RESOURCES

FAIRFAX COUNTY ADULT BASIC EDUCATION PROGRAM

These resources related to the Fairfax County ABE program can be requested directly from Jean Lowe of the Fairfax County Adult Basic Education program.

1. Volunteer Learning Program: Teaching Reading Comprehension Skills
2. Handbook Division of Adult Services, Fairfax County Public Schools
3. Brochure: Learn to Read Better: GET YOUR GED
4. Answering Multiple Choice Questions
5. Adult Basic Education Brochure
6. Fairfax County: Adult Education Placement Skills Survey
7. Fairfax Adult Education Learner Application
8. What's On the New GED Test

FIELD EXPERIENCE REPORT - FAIRFAX COUNTY ABE PROGRAM

Edie Gordon

Introduction:

The ABE/GED division of the Fairfax County School System operates programs at nine urban sites, serving approximately four thousand students; seventy percent of whom are ESL, twenty percent ABE 5-8 level, five percent ABE 0-4 level, and five percent GED. Paid staff includes sixty teachers, five counselors, and two administrators. The program also utilized one hundred fifty volunteer tutors and a local advisory board which is selected on the basis of its knowledge of community educational needs. Additional program projects include a special grant from the Patent and Trademark Office, CETA, and general adult classes:

The Fairfax County ABE program works in conjunction with Cooperative Extension, Public Library, Juvenile Court, Literacy Council, Detention Center, Community Mental Health Centers, Social Services, and the Recreation and Housing Departments on cooperative projects.

Observations:

During my observational visit to Virginia's Fairfax County Public Schools' ABE/GED program, the agenda included personal contacts with and/or on-site observations of the following:

Adult and Continuing Education

Mr. Kenneth Plum, Director of Adult and Continuing Education is an enthusiatic advocate of Adult Basic Education. His support of ABE goes beyond philosophical and program objective concurrence in that Fairfax County's local match of federal funds for ABE is currently fifty percent.

This is done primarily by operating general adult classes with a profit margin sufficient to supplement ABE funding.

Staff In-service Training/"Adult Learning Styles"

ABE Staff In-service Training/"Adult Learning Styles" is presented by Dr. Mel Riddile, Coordinator of Substance Abuse Prevention, Department of Student Services and Special Education, Fairfax County Public Schools. In addition to being extremely relevant and well presented, this in-service training program aptly demonstrated the cooperative working relationship between adult basic education and other divisions within the school system.

Volunteer Learning Program

Ms. Martha Poling is the Volunteer Learning Program Coordinator. According to Ms. Poling and Jean Lowe, ABE Coordinator, the reasons are legion that those who need to learn or improve their competency in basic math, reading and English skills fail to attend ABE classes. Many of these reasons, resulting from financial, health, or family problems are beyond the control of the school district. By using what they know about "typical" ABE classes as a guide, Fairfax County has tried to improve the effectiveness and accessibility of ABE while increasing participation by offering a more flexible program.

Five years ago, Fairfax County, through the combined efforts of the juvenile court, the public library and public schools, decided to emphasize the ADULT in adult basic education and offer a program tailored to individual needs, diminishing the "school" flavor of the experience. Thus was created the volunteer learning program.

The volunteer learning program is one of three ABE alternatives available to Fairfax County residents, supplementing traditional classes and six adult learning centers. The VLP coordinator matches a trained volunteer tutor with a learner who has been previously tested and interviewed. The coordinator provides study materials at a public library mutually convenient to the tutor and learner who typically meet twice a week for two hours per session.

The VLP was organized in 1975 by Angela Riedel, who believing that everyone had something to teach, had confidence in trained volunteers. After spending twelve hours with potential tutors; teaching them how adults learn; reviewing math, English, and reading comprehension skills; and familarizing them with the most frequently used materials, she began recruiting learners. As the project was jointly operated by the juvenile court and adult education, many of the first learners were court referrals. In time, people whose health or transportation problems or even general lack of self-confidence prevented them from attending more traditional programs began to enroll.

Today the program is somewhat more complex. Of the more than three hundred trained tutors about ten percent have also completed literacy training at workshops offered by the Northern Virginia Literacy Council and some tutors themselves now assist in training new tutors, sharing do's and don'ts from their experience. There are one hundred twenty tutors currently active in the program.

Each learner is interviewed by the program coordinator or a trained placement counselor. Individual strengths and interests are assessed in the initial interview. The learner may be referred by another agency, but is responsible for making and keeping his own appointment. Their experience is that a person who follows through with the testing is more likely to follow through with a tutor. The prescription is based on the initial interview and on what Fairfax County calls "gentle testing". Appropriate books and worksheets are sent through the library courier system to the tutor. The library also provides space, and librarians are effective consultants who suggest supplementary materials. Sometimes the initial interview is also at a local library to accomodate a learner's problem with transportation. It is very rare for a tutor to go to a student's home where there are distractions and interruptions; only in the case of severe physical handicaps has home study been effective.

The VLP coordinator monitors the progress of the learner. The tutor is expected to keep in touch about progress and problems. As the mainstay of the program, the tutor is given as much respect and consideration as possible.

Ms. Poling feels that the tutor-learner relationship is a growing one. In some instances, initial goals will be met and tutoring will stop. At other times, the pair will move to an adult learning center where the learner will begin to attend alone. About thirteen tutors act as volunteer aides in the learning centers.

Fairfax County's goal is to have a three part program: classes, learning centers and the volunteer learning program, with movement back and forth among them as a student's needs change. The use of standardized testing and uniform record keeping and constant dialogue between the teachers and tutors make this possible. Six of the adult learning center coordinators have completed the volunteer learning program training, making them familiar with the alternatives available to adult students.

There are still many potential ABE students in Fairfax County who are not being served but more than six hundred have applied to the volunteer learning program. Some were referred to learning centers; some dropped out; and about four hundred fifty have been tutored. Of these, seventy have received GED's; all of this with one paid teacher, a parttime secretary, and a modest budget for materials.

Mt. Vernon Learning Center; Edison Learning Center

ABE classes were well attended and staffed by competent, caring teachers. I was impressed by Fairfax County's resourcefulness in providing students with low cost, teacher designed, learning packets for home study, while keeping commercially printed texts for classroom use only. Another impressive cost-effective approach was the utilization of volunteer tutors as classroom teacher aides.

Career Center Coordinator

Ms. Cathy Cockrell, is the Career Center Coordinator. A wide variety of career materials are available to Fairfax County's ABE teachers and counselors. During my visit, Ms. Cockrell and I agreed to do an exchange of staff designed materials directly applicable to ABE job search skills.

Conclusions:

The programmatic interchange of ideas, materials, strategies, and problem solving techniques provided through participation in the Adult Educators Exchange project has been an invaluable experience. I feel participating programs will be strengthened not only by adoption/adaption of exchange programs' strong points, but also by the programmatic assessment provided through the perspective of the visiting adult educator.

PROGRAM BACKGROUND INFORMATION SUMMARY

NAME/TITLE ____
of Exchange Host

Contact Address: ______________________________ Tel: ____ ____

Name of Program: ______________________ Type of Agency: __________

Please read through entire PBI Summary before completing.

> This PBI Summary is intended to provide your visitor with a general program overview and to identify those unique features which were responsible for its selection as an exemplary program. Please complete all general information categories and detail specific areas as applicable. The PBI Summary should be sent to your visitor at least three weeks prior to the visit. Please send xerox copy of PBI to Sherry Royce, Program Dir.

GENERAL INFORMATION:

1. No. students in your program FY79-80 (ABE,ESL,GED,Skills train,etc) ________

2. No. months your program operated ____ ____

3. % Students in

		OTHER(Identify):
ABE 0-3	________	____________________
ESL	________	____________________
ABE 5-8	________	____________________
GED	________	____________________
APL	________	

4. % Budget funded by

		OTHER (Identify):
ABE	________	____________________
GED	________	____________________
*INST.	________	____________________
310	________	____________________

*(Institutional, if separate from ABE & GED)

5. No. paid staff (Full or parttime) in

		OTHER (Identify):
Instruction	________	
Counseling	________	____________________
Outreach	________	
Administra.	________	____________________

6. No. volunteers (Full or parttime) in

		OTHER (Identify):
Instruction	________	
Counseling	________	
Outreach	________	____________________
Administra.	________	____________________

PROGRAM GOALS

1. Does your program have a statement of philosophy? YES ______ NO ____
(If yes, please enclose a copy with the PBI Summary)

2. READ Program Goals: NAPCAE model (Appendix A) as a point of reference. List the major goals of your program.

A. ____
____
____
____
____
____

PROGRAM SELF-REVIEW

PROGRAM GOALS

The adult basic education program is designed to provide opportunities for adults 16 years of age and over to return to school to improve basic education and related skills which will enable the individuals to obtain their personal goals and to become more effective and productive citizens.

Major adult basic education goals include the following:

1. To provide an adult basic education program which meets the needs and interests of the students.
2. To provide adequate facilities in which to conduct the adult basic education program.
3. To provide qualified personnel for administering and teaching in the adult basic education program.
4. To utilize all available resources in the recruitment of adult basic education students.
5. To engage the cooperation of other agencies who have services to provide to the adult basic education program.
6. To implement cooperative agreements with business and industry.
7. To establish accurate record keeping procedures.
8. To establish accurate fiscal accounting records.
9. To implement local preservice and inservice education programs for staff employed in the program.
10. To offer the adult basic education program at hours and places which are convenient to the student.

ADMINISTRATION AND PROGRAM ORGANIZATION

READ Administration and Organization of the ABE program: NAPCAE Model (Appendix A) as a point of reference. Then, answer the following questions.

1. How does your AE program fit in the organizational structure of your agency?

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____

2. Do you have a local advisory council for your program? YES _____ NO _____
If it has been an effective instrument, describe its role.

____

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3. Is limited funding a problem for your program? YES _____ NO _____
If so, what has your program, agency, state done to alleviate this problem (include community linkage funding).

____

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4. Does community interaction provide other program services/benefits? YES___ NO ___
If so, Describe the most beneficial cooperative arrangement.

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ADMINISTRATION AND ORGANIZATION OF THE ADULT BASIC EDUCATION PROGRAM

Guiding Statement: In order to be effective, the adult basic education program should be conducted in such a manner so that close coordination exists between the school, businesses, industries, labor, public agencies, churches, and community agencies. This may be accomplished through a variety of ways including contacts with businesses, industry and agencies, various program promotion activities, sound fiscal procedures and the support of the school administration and board of education.

Points to Consider:

1. A local board of education has facilitated program development by establishing policies to operate the adult basic education program in accordance with the state plan and federal guidelines.
2. An ABE advisory committee has been formed to make recommendations to the administration, instructional staff, and supportive personnel regarding the total adult basic education program.
3. Adult education administrators in order to gain public acceptance and to promote adult basic education have maintained a close relationship with representatives of business and industry, public agencies, and other community groups.
4. Legislation and legal guidelines which affect adult basic education are well known and adhered to by the ABE director and staff.
5. The adult Basic education program has a full-time administrator who directs the adult basic education program and develops a comprehensive plan for adult basic education.
6. An accurate financial record of the adult basic education program is maintained, including accounting for local, state and federal expenditures.
7. Comprehensive student records are maintained.
8. Every effort is made to assure a fully informed staff as to the philosophy, operation, and goals of the adult basic education program.
9. The administration makes information available to all staff concerning inservice training opportunities.
10. There is a continuous ongoing recruitment program which utilizes media, agencies, personal contacts, and student referrals.
11. The staff has made a local evaluation of the program in an effort to assess the effectiveness of the current ABE program. Such an evaluation might include a follow-up study of enrollees in an effort to determine the effectiveness of the program.

5. SELECT one of the 11 Administration/Organization Points to Consider (NAPCAE model) that has played a vital role in your AE program (i.e. staff training, recruitment, local accountability, etc). Discuss how it is handled in your program.

PROGRAM DEVELOPMENT AND OPERATION

READ ABE Program Development and Operation (NAPCAE model) as a point of reference. Then, answer the following questions.

1. % Students (FY79-80) living in Rural area ______ Urban ______ Other ______
2. % Students enrolled ______ 5/more days/week ______ 2-4 days/week ______ 1/less days/week
3. % Students enrolled:
   Daytime ______
   Evening ______

   OTHER: (Identify)
   ______
   ______
4. Prioritize use of the following facilities. Write (1) for the site having highest use; then (2), etc.

___ Elem. Sch.	___ Sec. Sch.	___ Com. Coll.
___ Learn. Ctr.	___ Church	___ Library
___ Vo-Tech	___ Business	___ Correct. Inst.
___ Hospital	___ Home	___ Storefront

5. Are there major barriers to student attendance in your program? YES ___ NO ___
   If so, how have you sought to overcome these barriers?

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Points to Consider:

1. A local board of education has facilitated program development by establishing policies to operate the adult basic education program in accordance with the state plan and federal guidelines.
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4. Legislation and legal guidelines which affect adult basic education are well known and adhered to by the ABE director and staff.
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8. Every effort is made to assure a fully informed staff as to the philosophy, operation, and goals of the adult basic education program.
9. The administration makes information available to all staff concerning inservice training opportunities.
10. There is a continuous ongoing recruitment program which utilizes media, agencies, personal contacts, and student referrals.
11. The staff has made a local evaluation of the program in an effort to assess the effectiveness of the current ABE program. Such an evaluation might include a follow-up study of enrollees in an effort to determine the effectiveness of the program.

6. SELECT one of the 10 Program Development/Operation Points to Consider (NAPCAE model) and discuss its importance in making your program effective.

IMPROVEMENT OF INSTRUCTION (NAPCAE model)

1. List the 309/310 special projects funded to your program since 1975.	Describe the project you feel was most significant.

2. Is APL/Life Skills instruction an integral part of your program? YES ____ NO ____
If yes, describe how it is taught (as a separate unit, integrated, as counseling, etc).

3. Read Improvement of Instruction (NAPCAE model). Review the six points to consider and then describe the most innovative instructional feature in your AE program.

ADULT BASIC EDUCATION PROGRAM DEVELOPMENT AND OPERATION

Guiding Statement: An effective adult basic education program should make a contribution to the lives of its students. To accomplish this end, adult needs should be identified through appropriate procedures and should affect curriculum planning and instructional content. The instructional program should be designed as much as possible to meet adult needs and interests.

Points to Consider:

1. Effective instructional planning takes into account the needs of individual adult students. Local business, industrial and community needs are considered as well.
2. Decisions relating to instructional content are implemented after input by students, an advisory council, surveys which project local manpower and employment needs, and staff meetings.
3. The adult basic education program is publicized through a variety of media and person-to-person contacts so that potential students are informed of the educational opportunities available to them.
4. The adult basic education program utilizes facilities that provide comfortable learning situations for adult learners. These may include public school facilities as well as facilities located outside the schools.
5. Enrollment and scheduling procedures consider the convenience of the potential enrollee. Strong efforts are made to offer programs which are readily accessible to the adult student.
6. The instructional organization is informal and comfortable and refrains from the rigid organization of the traditional high school classroom.
7. Comprehensive student records are maintained.
8. The adult basic education program is evaluated periodically in terms of its objectives.
9. Students are given opportunities to provide input concerning the successes and/or weaknesses of the program.
10. Attendance in the program is stable. Excessive adult learner dropouts result in program modification.

Other Points to Consider:

List the outstanding points of the adult basic education program development and operation*

IMPROVEMENT OF INSTRUCTION

Guiding Statement: The quality of the instructional program requires that a competent staff be used in the adult basic education program, that sufficient instructional materials are available to facilitate meeting varying student needs, and that preservice and inservice training opportunities are provided to the local ABE staff to prepare them for their work in the program.

Points to Consider:

1. Instructional staff members are selected on the basis of their qualifications, experience, and ability to successfully work with adult learners.
2. Preservice and inservice programs are provided to staff members in an effort to improve their understanding of the adult learner, their performance in the classroom, and their skills in working with the community.
3. Instructional activities and teaching techniques are designed to meet the needs and interests of adult learners.
4. Continuous evaluation of the curriculum and instructional process is made to determine the degree to which the instructional objectives and adult needs and interests are being achieved.
5. Effective use is made of instructional media.
6. Instruction is provided on an individualized basis such as should be found in a learning center. In the traditional classroom instruction is individualized to the greatest possible degree.

Other Points to Consider:

List the outstanding points of the instructional program*

List points concerning the instructional program which need to be strengthened*

PROGRAM IMPACT

Guiding Statement: Product review is an activity which includes observations of and value judgements about the performance and success of adult basic education students after they have completed or left the program. This review is to be based upon the data and information which is available or obtained regarding adult learners who were enrolled in the program with the last two years.

Points to Consider:

1. There is an established procedure for follow-up of adult learners who completed the ABE program.
2. There is evidence that a substantial number of adult learners who were enrolled in the program obtained part-time or full-time employment, or otherwise showed tangible results of the program having an impact on their lives. Such evidence may include registering to vote, obtaining a drivers license, participating in community organizations, obtaining citizenship and/or other similar results.
3. There is evidence that some adult learners are subsequently removed from roles of public assistance agencies.
4. There is an improved rate of employment among those who have completed the adult basic education program.
5. There is evidence that adults who were enrolled in the program have entered high school completion, General Educational Development (GED) and/or vocational and technical programs.
6. There is evidence that indicates adult learners are satisfied with the instructional program and the subsequent opportunities it provided.
7. Local employers are made aware of their employees who have participated in the program.
8. Some adults have achieved job promotions due to participation in the program.
9. Standardized tests are used, where applicable, to identify strengths and progress of adult learner.
10. There is evidence that information gained from follow-up efforts is used to improve the instructional program.

Other Points to Consider:

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PROGRAM IMPACT

1. Do you have an established procedure for presenting program impact? YES___ NO___ (statistical analysis, student histories, awards, banquet, etc).

2. Is this program impact data used:
   a. for state/federal reports YES___ NO___ b. for program improvement YES___ NO___
   c. for community awareness YES___ NO___ d. for recruitment purposes YES___ NO___
   e. for funding purposes YES___ NO___ f. OTHER (Identify)___

3. READ Program Impact (NAPCAE model). Review the 10 points to consider and detail the program impact data and presentation you believe is most valuable for your program.

PROGRAM STAFF

1. Please outline your staff organization, including supervisors, counselors, teachers, specialists, aides and volunteers your visitor will be meeting and working with in the course of the exchange visit. Designate name and position.

PROGRAM BACKGROUND INFORMATION SUMMARY

EXCHANGE VISIT EXCHANGE SITE ______________________________

Scheduled for week of: ____________________ EXCHANGE HOST ______________

SUGGESTED SCHEDULE FOR WEEK EXCHANGE VISITOR ______________

	DAY	EVENING
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

APPENDIX B

ADULT EDUCATOR EXCHANGE PROGRAM
HOST EVALUATION FORM

You will be rating the value of the exchange visit in your role as host. The Guiding Statements in each category are merely a suggested frame of reference. Please state your point of view under COMMENTS and circle the appropriate value index number.

low-----------high
VALUE INDEX

PREPARATION TIME: 1 2 3 4 5

Guiding Statement: Preparing for an exchange visit may take considerable time. You might consider this time costly but a necessary trade-off against the value of the visit itself. Or, the time could be of value if it causes you and your staff to discuss program goals, innovative features and successful strategies/staff... to look at your program in a new or special way.

COMMENTS:

EXCHANGE VISIT: 1 2 3 4 5

Guiding Statement: A busy administrator may find that having a guest at home and work Monday - Friday is a little much. Or, an interested and knowledgeable visitor can boost staff morale and act as a valuable sounding board for you in comparing and brainstorming mutual problems and challenges.

COMMENTS:

VALUE INDEX

ANTICIPATED RESULTS:	1 2 3 4 5

Guiding Statement: The impact of the exchange visit may have little effect on the host program; the value being chiefly to the visitor. Or, the interaction of the exchange educator with program staff/administrator will result in new ideas, techniques, and/or program changes.

COMMENTS:

OVERALL HOST EVALUATION:

A.	I feel confident as a host that the exchange experiences were of value to the visitor.	1 2 3 4 5
B.	I believe that having an exchange visitor was a valuable experience for my program.	1 2 3 4 5
C.	The Field Experience Report on my program will be of value to me and should interest other adult education administrators.	1 2 3 4 5

COMMENTS AND SUGGESTIONS FOR CHANGE:

Completed by: ________________________________ Date: ______________

Send to: ________________________________

____

WITHIN 4 weeks of Host Experience but no later than May 15, 1981.

ADULT EDUCATOR EXCHANGE PROGRAM

VISITOR EVALUATION FORM

You will be rating the value of the exchange visit in your role as a visitor. The Guiding Statements in each category are merely a suggested frame of reference. Please state your point of view under COMMENTS and circle the appropriate value index number.

low ---------high
VALUE INDEX

PREPARATION TIME: 1 2 3 4 5

Guiding Statement: Arranging the scheduled visit was time-consuming and the Program Background Information Summary was not really necessary. Or, the preparation time spent by the host staff was of value as it gave me an excellent overview of the program and the scheduling of program observations went smoothly and was keyed in to my major interests.

COMMENTS:

EXCHANGE VISIT: 1 2 3 4 5

Guiding Statement: There was not enough information to be gained to warrant the visit. Or, the opportunity to take an in-depth look at an outstanding program, plus the exchange of ideas with the program administrator and staff made the visit rewarding.

COMMENTS:

VALUE INDEX

ANTICIPATED RESULTS: 1 2 3 4 5

Guiding Statement: Although the program was interesting, I cannot see any direct use for the information gained. Many of the ideas, strategies, and practices shared can be adapted to fit my own program needs.

COMMENTS:

OVERALL VISITOR EVALUATION:

A. I feel confident as a visitor that I was able to contribute some ideas of value to the host program. 1 2 3 4 5

B. Being an exchange visitor was of value to me and will result in benefits to my program. 1 2 3 4 5

C. I would recommend a continuation of this program in future years with alternate hosts/exchange visitors. 1 2 3 4 5

COMMENTS AND SUGGESTIONS FOR CHANGE:

Completed by: ______________________________ Date: ______________

Send to: ______________________________ WITHIN 4 weeks of visit

______________________________ but no later than May 15, 1981.

GUIDELINES FOR FIELD EXPERIENCE REPORTS

1. The Field Experience Report should be completed and mailed to the Exchange Program Project Director, Sherry Royce, within a month of the completion of your visit, but no later than May 15, 1981.

   ADDRESS: Sherry Royce, Director Adult Education
   Lancaster-Lebanon Intermediate Unit 13
   Box 5026
   Lancaster, PA. 17601
   (Tel. (717) 569-8561)

2. The report should be approximately ten typed doubled-spaced pages.
3. Please preface the report with a two or three paragraph abstract.
4. Content of the Field Experience Report

   a. INTRODUCTION, giving a general overview of the program visited, can include much of the information provided by your host in the Program Background Information Summary. This introduction is intended merely as a setting in which to place your program observations.

   b. OBSERVATIONS of one or more unique aspects of the host program will form the main body of the report. As an acknowledged expert, the choice is yours!

      You might wish to report on multiple funding, use of volunteers, a special curriculum, networking in the community, a program for the elderly, use of media in recruitment, the use of program impact data for legislative action, and on and on.....

   c. BE YOURSELF. You may write in first person, third person or any person you feel comfortable with. BUT you will have to sign your name. What you are excited about is what will interest others.

   d. CONCLUSIONS are not program evaluations. Here is your chance to state succinctly the valuable adult education concepts, strategies and techniques practiced by the host program. You may, if you wish, include recommendations for adaptation to your own or other programs.

HAPPY HUNTING! I am looking forward with great pleasure to receiving your reports. Provided that there is sufficient time, I will share the edited version of each Field Experience Report with both visitor and host before including it in the compendium.

APPENDIX D

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

August 7, 1981

Ms. Sherry Royce
Lancaster-Lebanon Intermediate Unit
Programs Division
Box 5026
Lancaster, PA 17601

Dear Sherry:

I wanted to take the opportunity to thank you for your fine work in co-ordinating the Adult Education Exchange program.

As you know, Larry Fidler, Director of the CT. ABE Staff Development Project, coordinated the exchange program for our four participants in Connecticut. Based on the reactions of Larry and the participants, I would say the program was a success. Each of the participants felt that they had received several benefits in roles of both visitor and host.

This type of program should definitely be continued. However, there should be some revisions to handling the logistics of these exchange visits. It seems that the program could be even more effective if the visitors had more input into the programs they wished to visit as well as the accommodation arrangements they preferred.

If you need any further information on our participation in this project, please feel free to call.

Thanks again for your assistance.

Sincerely,

Jane Alonso
Consultant, Adult Education

JA/lfh

Phone:
Box 2219 • Hartford, Connecticut 06115
An Equal Opportunity Employer

State of New Jersey

DEPARTMENT OF EDUCATION

BUREAU OF ADULT, CONTINUING, COMMUNITY EDUCATION
3535 QUAKERBRIDGE ROAD
P.O. BOX 3181
TRENTON, NEW JERSEY 08619

DIVISION OF SCHOOL PROGRAMS

July 21, 1981

Ms. Sherri Royce
Lancaster/Lebanon IU 13
Box 5026
Lancaster, Pennsylvania 17601

Dear Ms. Royce:

I want to express my thanks for your efforts in establishing the Host Program for Adult Educators. I realize the time, effort and leadership needed for implementing a multi-state consortium.

The adult educators from New Jersey, who participated in the Host Program, have been very complementary. They all felt that the opportunity to see other programs and approaches to adult learning had improved their job effectiveness.

Mr. J. Harold Sahm shared his experience with my total staff, and several ideas concerning training and program improvement planning were implemented. At our annual conference, Mr. Tom Niles reported on his experiences.

I believe the Host Program was a success and very helpful to New Jersey. Thanks again for your efforts.

Sincerely,

Barry

Barry F. Semple, Director
Bureau of Adult, Continuing,
Community Education

BFS/rd

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

James W. Miller, Director
DIVISION OF FEDERAL ASSISTANCE
933 High Street
Worthington, Ohio 43085

July 20, 1981

Mrs. Sherry Royce, Director
Adult Education - Lancaster/Lebanon
Intermediate Unit
1110 Enterprise Road
East Petersburg, Pennsylvania 17520

Dear Sherry:

As you requested, here are a few of my personal comments about the Interstate Exchange Program of this past year.

Up until this interstate exchange project sponsored by the Lancaster/Lebanon Pennsylvania Adult Education Office under the auspices of Section 310, the opportunity for local programs from Ohio to interact with local programs from other states was limited.

Our Region V states (Ohio, Illinois, Indiana, Wisconsin, Minnesota, and Michigan) have been active for the past 10-12 years in providing a very productive and worthwhile interstate linkage, but this effort has been primarily directed toward administrative needs and staff development needs. It was never intended to become closely involved in local program needs and services.

This interstate program, just completed, has been equally productive and worthwhile. It has afforded us an opportunity to provide local program directors to interact and share ideas and information that would help them address local needs and provide more efficient service. The fact that the project allowed Ohio program managers to interact with geographical areas with whom we had not previously interacted was an additional plus for our participants.

As state director, my involvement was essentially to serve as a liaison person between the contact person and my local participants. It was a very positive professional experience for me and was accomplished with a minimum amount of additional responsibility to my work load.

Sincerely,

John Ecos

John Ecos, Assistant Director
Division of Federal Assistance

JE:mew

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6Q
RICHMOND, 23216

July 17, 1981

Dr. Sherry Royce, Director
Adult Education
Lancaster-Lebanon Intermediate Unit
Programs Division
Box 5026
Lancaster, Pennsylvania 17601

Dear Sherry:

The local adult education administrators for Virginia who participated in the exchange program during FY 1980-81 have all indicated to me that both during the visits and their hosting duties that they gained a great deal of valuable information concerning program operation, procedures, instructional materials and testing that were essential in the improvement of their individual local programs. In conversation with each of the participants, they have indicated that their experience was extremely rewarding and that they have definite plans to incorporate elements of what they have seen into their programs.

Based on this information I am extremely satisfied with the results of the project at this time, and would hope to see some elements of this incorporated into the programs of the participating administrators in other states.

The second element is that as participants in the project communicate with other local administrators, I feel that everyone will benefit greatly. All in all I am extremely satisfied with the results of the project.

Sincerely,

Bill

William M. Moore, Ed. D.
Associate Director
Adult Education

ddg

Attachment

BIOGRAPHIES

NOEL PETER BARASH

As Program Assistant for Continuing Education, Dutchess County Board of Cooperative Educational Services, Noel Barash is responsible for supervision of Adult Basic Education, Consumer Homemaking, and Vocational Training for handicapped adults. A graduate of Long Island University, Barash has taken graduate work in Special Education and Administration at Hofstra, SUNY New Paltz and SUNY Albany, and holds a New York State Administrator and Supervisor Certificate. Holtz is married and the father of two children.

DONNA BRANT

Donna Brant has just become Training Coordinator at Virginia Commonwealth University. During FY 1981, as a participant in the Exchange program, she held the position of Coordinator, Adult Learning Center, Virginia Commonwealth University. As coordinator, since July 1978, she has managed a learning center that served approximately six hundred adults yearly with a staff of eight graduate students who are teachers, twenty-three tutors from VCU and two parttime secretaries. During this time, center enrollment increased one hundred percent as did the number of GED graduates. Brant has also been responsible for the development of special curriculum for ESL students, low level readers and VCU employees who are center students. A graduate of Wright State University in Dayton, Ohio, she has a M.Ed. in adult education from Virginia Commonwealth University, where she has taken advanced courses in Training Design and Evaluation. A member of the ABE Commission and the Adult Education Association of Virginia, Brant has served as a member of the Virginia Adult Education 310 Research Review Committee and has chaired the State Adult Research Coordinating Committee.

ROSE MARIE BROWN

As Coordinator for Adult Education, Middletown City Schools, Rose Marie Brown is responsible for ABE, Adult High School, Teenage Parent Program, Vocational and Community Education. In four and one half years the ABE program grew from sixteen to eight hundred fifty two adults attending classes. In previous years, Brown coordinated the ABE program in Midland, Michigan and was an ABE teacher in Delaware Correctional Institute; Midland County Jail; Wilmington Public Schools; Manpower Development and Training and Adult High School, East Detroit, Michigan. She received a B.A. in Communication Arts, Michigan State University and a M.A., Educational Administration, Community and School Leadership from Central Michigan University. Brown is a member of the ABE-Panel of Experts, Staff Development; Treasurer of Ohio Association for Adult Educators; and received the Outstanding Adult Education Administrator Award from the State of Michigan in 1976.

DONALD CHAO

Donald Chao serves as Assistant Director of the Connecticut Adult Basic Education Staff Development Project. He was appointed to that position in October, 1979, having previously been an instructor in the Bridgeport Adult Learning Center. Chao taught Spanish and English as a Second Language to preschoolers, social workers, and adult refugees following a five year term of service in the U.S. Peace Corps. He holds a B.A. in Business Administration from Sacred Heart University in Bridgeport, Connecticut.

KATHLEEN A. DURNIN

Kathleen A. Durnin, who currently teaches ESL at the Adult Learning Center, West New York, New Jersey, began her career as an elementary teacher. She received her B.S. in Elementary Education from Seton Hall University and holds a M.A.T. in English as a Second Language from Farleigh Dickinson University. Durnin has been affiliated with the Adult Learning Center since its inception and is presently teaching ESL to a primarily Spanish-speaking population. While at the Center, she designed the ESL program and interfaced with other departments in the development of a high school equivalency and basic adult education program. She also conducts in-service training courses and has served as coordinator of 309/310 projects. In addition to teaching at the Center, Durnin teaches ESL to Japanese-speaking professionals, engineers, and executives at PANASONIC, Seacaucus, New Jersey. Durnin, who lives in New York City, is a member of New Jersey TESOL, National TESOL, and Language Innovations-Linc. She has served as a member of the Board of Academic Advisors of IML (Institute of Modern Language) Book Company, an administrative assistant at Media Sound Recording Studio in New York, and coordinator of the Cuban Refugee Project in West New York.

HERBERT H. GOLDEN

Herbert Golden is currently Supervisor of Special Services for Caroline County Public Schools, Bowling Green, Virginia. As such, Golden is responsible for adult education, vocational education and special education services. He has previously served in elementary, junior and senior high schools in Virginia as an Agricultural Education teacher, assistant principal and principal. His educational background is as extensive as his work experience and includes a M.S. in Agronomy from the University of Illinois, a M.Ed. in Educational Administration from the University of Virginia, and further study at the graduate level in Adult Education and general education at Virginia Polytechnic Institute, The Ohio State University, William and Mary College and Virginia Commonwealth University. His professional affiliations include the National Education Association, Virginia Education Association and the American Vocational Association. Golden is married and the father of three sons.

EDITH A. GORDON

Co-director of Adult Basic Education program at the Development Center for Adults, Centre County Vo-Tech School, Pleasant Gap, Pennsylvania, Edith Gordon has been responsible for supervising a staff of twenty, establishing community linkages, developing curriculum and coordinating outreach teaching sites. In addition, she has been responsible for 310 Special Project and Staff Development training for the Commonwealth of Pennsylvania. Her previous experience has been with the Pennsylvania State University as an instructor and lecturer, with the U.S. Office of Education as an ABE consultant, and with Lewistown-Granville High School as an English teacher for low achievement sections. Gordon has her B.A. and M.Ed. from The Pennsylvania State University.

ROBERT HOLTZ

Robert Holtz has been Director of Continuing Education for the Greece Central School District, New York, since 1967. During his tenure, the program has tripled in size and is now totally self-supporting with a budget of $300,000 yearly and an enrollment of 22,000 people. Holtz, whose teaching career began as a music instructor has served as assistant principal, guidance director and a specialist in the New York Bureau of Basic Continuing Education before coming to his present position. A member of NAPCAE and AEA, Holtz has held a variety of offices in the NYAC/CE from 1975 to the present. A member of the New York State Commissioner's Adult Learning Services Council for 1980-82, Holtz received the 1981 Professional Award from the New York Association for Public and Community/Continuing Education, May, 1981.

HOWARD H. KLEINMANN

Howard Kleinmann has held the position of Director of Adult Basic Education and English as a Second Language Programs for Allegheny Intermediate Unit, Pittsburgh, Pennsylvania since 1976. In this position, he has been responsible for a staff of ninety supervisors, counselors, teachers and aides, and has administered Special Projects and Staff Development activities. Kleinmann's previous educational experience has been as a teacher and lecturer in the area of English as a Second Language at Queens College, the University of California at Los Angeles, and the University of Pittsburgh, Pennsylvania. He holds a Ph.D. in Linguistics from the University of Pittsburgh, a M.A. in Teaching English as a Second Language from the University of California, and a B.A. in Linguistics from Queens College. A member of TESOL, Phi Delta Kappa, and the Pennsylvania Association for Adult and Continuing Education, Kleinmann has published seven articles in language journals and presented numerous papers and workshops throughout the United States dealing with ESL research and teaching.

SCOTT C. LEHMAN

Scott Lehman has held the position of Supervisor, Office of Special Programs for the Warren City Schools since 1972. As such, he is responsible for administering federal and staff programs, kindergarten through adult education, including pupil, personnel and supportive services, special and administration projects, program and budget design, needs assessment, and the evaluation and dissemination of program data. Previous to 1972, Lehman worked as a secondary teacher and guidance counselor in Ohio public schools. A member of Phi Delta Kappa, and currently regional director of the Ohio Association of Adult Educators, he has served as a consultant for regional, state and national staff inservice activities and has authored a series of adult education competency skills books for McGraw Hill Book Company. Married and the father of two girls, Lehman received a B.A. from Youngstown State University, a M.Ed. in Guidance and Counseling from Kent State University and has completed additional work at the graduate level at Kent State and Youngstown State Universities.

JOAN Y. LEOPOLD

Joan Leopold, Director of Adult Basic Education for Harrisburg State Hospital, has held this position since 1975. A graduate of Dickinson College with a B.A. in English, she completed graduate courses in elementary school reading at Pennsylvania University Center and taught elementary and academy classes as well as adult basic education. Currently first vice-president of the Pennsylvania Association for Continuing and Adult Education, Leopold has been instrumental in the development of the new PAACE organization and has worked extensively in programming and operations for Pennsylvania's Midwinter Conference, which is the largest state adult education conference in the nation. Married to Marx S. Leopold, she is the mother of five children.

JEAN H. LOWE

Since 1979, Jean Lowe has held the position of Adult Basic Education Coordinator, Adult Services, Fairfax County Public Schools, Virginia. Previous to 1979, she worked as a research assistant, teacher and social worker in the Corrections and English as a Second Language areas. A member of the Adult Education Association of Virginia, she also holds membership in the Correctional Education Association, the American Correctional Association, and the Literacy Council of Northern Virginia. Her service to adult education in Virginia includes membership on the 310 Projects Grant Review Board, and the ten year Planning Committee for Adult Education. Married, and the mother of four children, Lowe has written articles on Adult Basic Education and Virginia's Volunteer Learning program. She is co-author of "Escape: Why Not?" soon to be published.

THOMAS R. NILES

Thomas Niles, as Coordinator for Monmouth Adult Education Commission (MAECOM) is responsible for the development, direction and control of a multi-school district adult education consortium with an enrollment of 10,000 and a staff of over three hundred full and parttime teachers, counselors and aides. He has previously served as a teacher, guidance counselor, principal and assistant to superintendent of schools, North Plainfield, New Jersey. Niles received a B.S. in Education from the University of New Hampshire and a M.Ed. degree in Educational Administration from the Harvard Graduate School of Education. As MAECOM coordinator, he has been responsible for developing a non-traditional competency-based adult high school which has been adopted by over forty school districts in New Jersey and serves as a national model. Niles' professional activities include membership in American Society for Training and Development, NAPCAE, New Jersey Association of Adult Education and the New Jersey Association of Community Education.

SHERRY ROYCE

Sherry Royce, Director Adult Education, Lancaster-Lebanon Intermediate Unit 13, is responsible for a two-county adult education program in Pennsylvania that serves six thousand adults yearly with a staff of around one hundred full and parttime members. Royce has provided consultant services in adult education to sixteen states and has presented numerous papers and workshops throughout the nation. Since 1976, she has authored and edited twelve books for adult students in the areas of basic reading, competency-based skills, writing, and English as a Second Language, and has been a member of the Board of Advisors for the Institute of Modern Languages and Doubleday and Company. In addition to a B.A. from Hunter College in Journalism and a M.Ed. from Millersville, Pennsylvania, she has taken graduate level courses in adult education, English as a Second Language and Education Administration from Temple University. Currently a member of the National Board of NAPCAE and treasurer of the Pennsylvania Association for Adult and Continuing Education, her professional memeberships also include AEA/USA and Phi Delta Kappa.

J. HAROLD SAHM

J. Harold Sahm is Director of the Adult Education Resource Center at Glassboro State College, Glassboro, New Jersey. The focus of his professional responsibilities are to provide professional development activities and technical assistance to adult education programs and professionals in Southern New Jersey. Presently completing his dissertation of an Ed.D. in Adult, Continuing Education at Rutgers University, Sahm has been involved in adult education for twelve years. Besides working as an ABE teacher, he was also the director of a comprehensive adult education program at Rahway State Prison, New Jersey. Sahm is also the editor of "For Adults Only", a bimonthly newsletter, and the first vice president of the Association for Adult Education of New Jersey.

JULIA S. STONE

As Director, Literacy Volunteers of Connecticut and Project Director of Operation READ since 1977, Julia Stone has been responsible for developing community tutoring projects, implementing statewide publicity services for literacy, and directing and supervising a statewide staff of eleven. Stone received a B.A. in English with honors in Journalism from the University of Pennsylvania. Before coming to Connecticut she held administrative and public relations positions in Corning, New York, including service as co-founder of the Corning Bi-racial Council, President of the Corning Hospital Auxiliary, and President of the Board of Trustees, First Presbyterian Church of Corning. She has also served as New York State Chairman of the National School Volunteer Program and organized the first NSVP workshop for school districts.

GERALD L. VALERI

Gerald Valeri presently serves as Federal Projects Coordinator and Director of the Community Education Learning Center in Altoona Area School District, Pennsylvania. Valeri, who holds a B.S. and M.Ed. degree from the Pennsylvania State University, was formerly a classroom teacher for gifted children and has recently authored a teacher-student computer utilization manual for use with adult learners. He has served as a presenter for ABE workshops in Pennsylvania and most recently in North Carolina. Valeri is chairperson of the Six County Youth Advisory Council and a member of the regional CETA Manpower Advisory Council. His professional affiliations include membership in the Association of Supervision and Curriculum Development, the Pennsylvania Association of Federal Projects Coordinators, and the Pennsylvania Association for Adult and Continuing Education. Valeri and his wife, Bonita, have two children and make their home in Bellwood, Pennsylvania.

JAMES M. VICARS

James M. Vicars is Supervisor of the Adult Education program, Columbus Public Schools, where he has developed a pilot ABE program for the State Department of Education, assisted in establishing five Adult Basic Education Centers, and co-directed five summer workshops for teachers, administrators and counselors. He is married and the father of one child, received a B.S. and M.A. from Western Kent University and completed additional graduate work at The Ohio State University. His previous experience has been as college instructor, junior and senior high school teacher, and guidance counselor. Vicars holds membership in National Education Association, Ohio Education Association, National Association for Public and Continuing Adult Education, Adult Education Association-USA, Ohio Association for Adult Educators, Phi Delta Kappa and Columbus Administrators Association.

MAX WAY

For the past twelve years, Max Way has been Assistant Superintendent of Scioto Valley Schools with responsibility for all special programs operating in or by the district including Adult and Continuing Education. Way also serves as director for the Southeastern Ohio Adult Basic Education Program, which encompasses an eight-county region with twenty-four operating centers. Formerly a teacher, guidance counselor and federal projects coordinator, Way was one of the initiators of the Appalachian Adult Education program and served as a member of the Board of Directors of the Appalachian Adult Education Center, Morehead State University from 1968 to 1974. Past president of the Ohio Association for Adult Education, and a member of NAPCAE, Way was named Ohio Adult Educator of the Year. He holds a B.S. in Education and an M.Ed. in Guidance from Ohio University and has pursued further graduate education at the Ohio State University, Northern Illinois University, Morehead State University and the University of Wisconsin.

The activity which is the subject of this report was supported in whole or in part by the United States Department of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Pennsylvania Department of Education, and no offical endorsement should be inferred.